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ABSTRACT

This document reviews curriculum innovation at Hiram College. The curriculum project consists of six innovations: the freshman institute, freshman colloquium program, the twentieth centrury course, interdisciplinary courses, areas of concentration, and activity units. The intensive study of and practice in communication are the purposes of the freshman institute held prior to the beginning of the fall quarter. The freshman colloquium program is an attempt to continue the small group learning process begun with the institute. The twentieth century course is a required three-quarter course designed to enlarge the perspectives of students in the arts, sciences, and major concerns of our time. Each student is required to complete three interdisciplinary courses after his freshman year; students are also permitted to bypass traditional majors by designing a program more suitable to their own needs. Activity units aim at providing limited credit toward graduation for a great variety of activities not included in the curriculum. (Author/MJM)

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HIRAM COLLEGE

NEW CURRICULUM PROGRAM

The Final Report

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Robert MacDowell
November, 1972

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FINAL REPORT TO THE NATIONAL ENDOWMENT FOR THE HUMANITIES

from

Hiram College

Robert MacDowell, Project Director;

Report prepared by

Charles R. Toomajian, Director of Records and Research

for

Grant Number EO-93-70-4178

March 15, 1970 - August 31, 1972

$110,375

THE HIRAM COLLEGE NEW CURRICULUM

SUMMARY

Hiram College has now completed three full academic years of its New Curriculum, which revolves around a completely new program for incoming Freshmen. The financing for this program over the past three years has included $110,375 in direct funding from the National Endowment for the Humanities and $25,000 in matching funds from the George Gund Foundation. The Grant Period from the National Endowment for the Humanities ran from March 15, 1970 through August 31, 1972.

An evaluation of the first year of the New Curriculum was included in Dr. George Morgan's report dated October 1970. The Interim Report prepared by Dr. Brainerd Stranahan included an evaluation of the academic year 1970-71. This report attempts to build upon these excellent reports and presents a picture of the status of the New Curriculum at the end of three years. Since I was appointed to Hiram's staff in July of 1971, I have necessarily depended heavily upon these previous reports for historical reference, and, on occasion, direct quotations for this final report.

A few things need to be said about evaluative research of this sort at a small college. First, some generalizations about the curriculum are possible. Simple observation, collecting data through questionnaires and/or interviews, etc., have provided us with information about how students and faculty feel about the New Curriculum in general and various aspects of it in particular. While it is possible, desirable, and necessary to make generalizations, it is also true that these generalizations often reflect the biases of the evaluator. The very process of selecting the questions to ask too often leads to a personal bias let alone the interpretations placed upon the answers. But this fact should not discourage academic communities from evaluating themselves; it must, however, be recognized. Finally, interpretations and evaluations can change over time. A course, an assignment, an idea--any of these elements may be considered much more (or less) important after the passage of a period of time; what seems relevant today may seem less so a year from now and vice-versa.

Keeping these factors in mind, it can be said that both faculty and students are generally satisfied with Hiram's New Curriculum. The Freshman Institute continues to provide an orientation to the College and college work. The Colloquia serve to excite our students more, we believe, than the usual introductory freshmen courses. The Twentieth Century Course has received the greatest amount of criticism from our students and faculty, but, with some changes in format which are explained below, it has endured. The Interdisciplinary Courses have provided a means of focusing several disciplinary perspectives upon single topics to the contentment of students and faculty alike. The Area of Concentration program has benefited a number of students whose needs could not be met by a more traditional major. And the Activity Units program has elicited heavy student participation. There seems to be general enthusiasm to continue the New Curriculum.

Changes in some aspects of the curricular offerings have occurred as explained in the text of the report. Additional changes are likely to occur as we continue the evaluation of our program and better understand our students' needs and our abilities to meet them within the framework of a liberal arts program. Our entire student body is now under the New Curriculum's set of requirements, and our faculty has become quite acclimated to the innovations and their implications; as we continue to assess our curriculum, I believe we will find it provides the means to offer an excellent program which wisely uses the College's resources.

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BACKGROUND

Hiram's New Curriculum exists at a small liberal arts college that has a long tradition of responsible academic innovation. Planning for this latest enterprise began in February, 1967, with the appointment of a Task Force to examine all aspects of the curriculum. The Task Force in turn distributed its initial report in May 1968, and financial backing for the project became a reality when a major planning and development grant was approved in December 1968 by the National Endowment for the Humanities. The New Curriculum went into operation during 1969-1970, and its third academic year has just been completed.

In general, the New Curriculum provides the student with increased opportunities to assume early responsibility for his own education. Faculty, in turn, are challenged to develop new methods of teaching and to relate their specialties to other fields of knowledge, in a curricular environment that lays less stress on letter grades and on the traditional compartmentalization of learning.

This report does not attempt a full evaluation of Hiram's success in meeting its educational goals. However, one individual's estimate of our efforts is contained in Dr. George Morgan's speech, in May 1971, to the Annual Association for Institutional Research Forum, and it is included in Appendix 11 to the present report. Another paper delivered by Dr. Morgan at the 1972 American Psychological Association Convention is also included in Appendix 11 as is a report by Lewis Marcuson, an ACE Fellow from Wilmington. The results of a more comprehensive research project which evaluated the impact of the New Curriculum are published in Dr. Morgan's "Evaluation of the Impact of a Student-Centered Freshman Year Program at a 'Typical' Liberal Arts College," the final report to the Office of Education for Project No. O-E-018. Now no longer with the college, Dr. Morgan has himself made very important contributions to the planning, coordination, and evaluation of Hiram's New Curriculum.

DESCRIPTION OF THE PROJECT

A. The Freshman Institute

Intensive study of and practice in communication are the purposes of the Freshman Institute held the week prior to the beginning of the Fall Quarter. During the Institute, faculty members work with groups of 12 to 14 students to enlarge understanding of and improve skills in expression. Graded on a Credit/No Credit basis, the Institute also serves as an extended orientation period for new students.

B. The Freshman Colloquium Program

Colloquia are an attempt to continue the small group learning process begun with the Institute. A diverse variety of topics, chosen by the professors, is offered each year. Colloquia are not intended to be introductory courses in particular academic disciplines, but introductions to scholarship in the liberal arts tradition. The emphasis on written and oral communication begun in the Freshman Institute is continued in the Colloquia while students and professor explore, examine, and reflect upon materials of substantive academic content and general intellectual importance.

Students take two Colloquia during the freshman year--one in the first quarter and another in either the second or third quarter. Grading is on a Credit/No Credit **basis**.

C. The Twentieth Century Course

The Twentieth Century is a required three-quarter course designed to enlarge the perspectives of students in the arts, sciences, and major concerns of our time. Each week a different topic is explored through assigned readings, briefing sessions, lectures by visiting scholars and faculty, discussion groups, papers, and films. The intent of the course is to inform and enrich the individual student's awareness of the intellectual, aesthetic, and ethical responsibilities of all educated men and women--because a genuinely educated free citizen in a free society sees the whole of life and herself or himself as a responsible and creative individual in it.

A course not in specialized but in general education, it has three goals:

to widen the student's perspective and outlook (How much do we seek, know, and foresee about our shared interests?);

to invite reflections (What alternative interpretations of our experiences and policies to guide our actions confront us?);

to strengthen informed choices, decisions, and judgments--because human experience requires that each individual confront issues and choices with an integrated knowledge, sensitivity, and ability to choose and judge within himself (How well do we frame policies? When those policies are enacted in events, what consequences and benefits follow? For Whom?).

D. Interdisciplinary Courses

Each student must complete 3 interdisciplinary courses after his freshman year. These courses are taught, when appropriate, by at least two faculty members representing more than one department. The courses look at several facets of a topic and bring to bear upon it the insights of more than one discipline.

Involvement in Interdisciplinary study is beneficial for the faculty as well as the student, because it helps overcome barriers which tend to keep specialists in different fields from sharing knowledge and profiting from each other's insights. Both teacher and student see the topic in broader terms by using several perspectives for understanding a question or solving a problem.

The required Interdisciplinary work must include courses listing as instructor at least one specialist from the Humanities and Fine Arts, one from the Social Sciences and History, and one from the Natural Sciences and Mathematics. This spread assures exposure to several different disciplines.

E. Area of Concentration

This segment of the New Curriculum enables students to bypass traditional majors by designing a program more suitable to their own needs. All such programs need to be approved by a faculty committee; a list of examples of approved areas of concentration is included in section E of the Results portion of this report.

F. Activity Units

This program aims at providing limited credit towards graduation for a great variety of activities not included in the regular curriculum. A fuller description of this program and a listing of approved activity units is in section F of the Results portion of this report.

RESULTS

A. The Freshman Institute

The Freshman Institute has been successful in combining the traditional aspects of an orientation period with a strong emphasis on improving communication skills. Freshmen have met in small groups prior to the arrival of upperclassmen to concentrate on the various aspects of communication. The techniques employed over the three year period to familiarize our freshmen with the general area of communication while helping them comprehend more fully the expectations of the College have included: writing workshops, leading to the development of several compositions and criticisms of the themes of others; lectures dealing with the fundamentals of language; speeches by the students themselves; showing of commercial films; discussions and writing exercises dealing with novels, plays, and the commercial films; planning and production of short films by Institute groups; programmed library assignments; and sensitivity training.

Faculty and students alike seem to agree that the idea of the Freshman Institute is a sound one. Changes have been made each year as a result of the continual self-evaluation conducted by the Institute Directors and the administrative office responsible for institutional research. For example, surveys and interviews with students and faculty led to making student speeches, sensitivity training, and the production of student films optional. It was also discovered that the expertise of our own professors involved in the Institute was more than adequate in the area of the fundamentals of language so that outside speakers on this topic became unnecessary.

As improvements have been made to accentuate those methods which appear to work most effectively, the importance of individual writing and group discussion has increased. Even though the length of the Institute has been shortened from ten days to a week, the amount of writing has remained constant and the amount of organized group discussion has increased. This practice points to the continued commitment of the College to attempt to sharpen the communicative skills of our entering freshmen during the Freshman Institute.

Another important change which came about is the closer coordination of the Institute with the Colloquium Program. For the past two years, the Institute groups have remained constant for Colloquium I. This procedure has helped to strengthen the common ties, both educational and social, engendered during the Institute. Further, our faculty have reported that their ability to help students improve their general communication skills during the Fall Quarter has improved. Last year another administrative change was made in order to improve the academic advising role of the Institute/Colloquium Instructor; freshmen registered for their Fall Quarter courses in their Institute groups during the last two days of the Institute rather than as an entire class the afternoon before the quarter began. Reactions of the students and instructors indicate that this more relaxed atmosphere helped to tailor the specific course choices for our freshmen more in line with their individual needs and desires.

In summary, it can be said that the Freshman Institute provides an opportunity for our incoming Freshmen to become oriented to the campus, their peers, and a cross-section of the faculty, in a way that helps them to improve their communication skills. At the end of an intensive week, they seem to be immersed in the work of being in college without the trauma which too often accompanies the first experience of "real" college work.

B. The Freshman Colloquium Program

There is little doubt that the majority of faculty and students consider the Freshman Colloquium Program a success. There is general agreement that Colloquia are meeting the four most salient goals of: 1) improving written and oral communication; 2) dealing seriously with substantial academic topics; 3) adequately advising students; and 4) exposing students to humane, moral, and aesthetic concerns.

As an extension of the Freshman Institute, the Colloquium affords the opportunity for a small group of individuals with a shared interest to continue their delving into that common topic. As Dr. Stranahan reported in last year's Interim Report

> Defenders of the academic worth of Colloquia argue that students will learn more if they are really interested, and that the wide selection of Colloquium topics insures a high degree of student motivation to study the subject with which they are finally confronted. Objectors usually focus on the issue of "academic rigor;" they believe that the unstructured, non-graded format, and the high tolerance for student opinions that is encouraged, will simply encourage small achievement and shallow thinking. No doubt both these views are right some of the time about Colloquia, and

no full adjudication of them is possible here. However, while making every effort to encourage academic standards in the selection of teachers and approval of topics for the program, the present Director is willing to trade a little rigor for the sake of the greater degree of student interest that the format of the program seems to promise. Most Hiram courses, after all, continue to be graded in the traditional manner.

The report to the Educational Policy Committee in 1971, which is included in Appendix 6, points out eloquently many of the impressions of the Colloquium Program, pro and con, of our faculty.

While it is clear that written and oral communication skills improve during the Freshman year, it is not clear that this is attributable to the Colloquium Program. Nor is it agreed that the improvement is as great as it ought to be. As will be explained later in this report, attempts are currently being made to evaluate this aspect of the program more objectively.

The advising of students does appear to have improved. It must be noted that good advising requires a willingness by the adviser and advisee; it is believed that the Colloquium Instructor/Adviser format helps to encourage this necessary willingness by bringing the two together. The previous method of arbitrary assignment left too much to chance.

Measuring the effectiveness of exposing students to humane, moral, and aesthetic concerns is, perhaps, the most difficult to accomplish. Since this goal is generally accepted as one of the aims of the college experience at Hiram, however, it is assumed by most people that the format of the Colloquium Program helps to promote this sort of exposure.

In summary, the Colloquium Program is believed to be an integral part of the Freshman year; its strengths continue to outweigh its drawbacks. In many ways, it epitomizes the non-traditional aspects of the New Curriculum by providing a rather unique and intense academic experience, in a small group setting, at the very outset of the students' curricular program. It helps the student to make the transition from secondary school to college with less stress than under more traditional curricula while, hopefully, maintaining the academic standards of the College.

C. The Twentieth Century Course

The Twentieth Century Course has been the element of the New Curriculum which has received the least favor among large groups of faculty and students. Much of the displeasure, I suspect, is due to the large group lecture format of the course. Most of the other elements of the New Curriculum, as well as our courses in general, are composed of relatively few students. For example, the average class size in 71-72, excluding the Twentieth Century Course, was approximately 25.

Reports from the Directors of the Twentieth Century Course as well as student ratings of various aspects of the course are located in Appendices 7 and 8.

The format of the course has changed in order to encourage preparation for and follow-through after the weekly lecture. A briefing session precedes each lecture, and a follow-up discussion is conducted after each lecture. The briefing sessions involve a faculty member and approximately 60 students while the follow-up groups include a faculty member or upperclass student leader and 20 students. The faculty involved in the Twentieth Century Course agree that this procedure has improved the preparedness of the students and provides a better way to help students grasp the complexities of the issues being covered.

As Dr. Stranahan pointed out in his Interim Report, the

> Pedagogical issues raised by the course read like a cross-section of contemporary problems in college instruction. Some of the most evident are:
>
> 1. Can a large course rely on the lecture method and be successful, especially when many different lecturers are used?
> 2. Do freshmen have sufficient background to undertake an intelligent examination of the issues of the twentieth century?
> 3. Should the course be required, and should students be required to attend?
> 4. Will students take seriously a course without grades, or without final examinations?
> 5. Is faculty supervision sufficient to encourage (to insure) responsible and serious student work?
> 6. Is it legitimate, or effective, to use student discussion leaders in the administration of the course?

Some of these questions have already been answered in the negative: attendance became required during the first year and grades were instituted the second year. The Course has evolved into a somewhat more structured one and the content, it seems, has begun to accentuate current problems of the century while deemphasizing the ancient "roots." A sample of the syllabi of the Twentieth Century Course since its beginning are included in Appendix 7.

D. Interdisciplinary Courses

For many of our faculty and students, the interdisciplinary courses offer the most excitement. As we progressed through the transition from the old distribution requirements to the new interdisciplinary course requirements, we discovered that approximately 25-30 such courses must be offered each year with a careful balance among the general areas of scholarship represented.

As our faculty has become more accustomed to this means of teaching, we have decreased the number of interdisciplinary courses offered by a single instructor. Our faculty has gone on record as encouraging the use of two professors whenever possible since it is believed that this approach enhances the likelihood of meeting the aims of the interdisciplinary program.

It seems justified to claim that this aspect of our New Curriculum has been successful. Interviews conducted by the Office of Records and Research with students and faculty have indicated that both constituencies have increased their awareness of how diverse disciplines can be focused on a common problem. The vitality of dissecting an issue from different perspectives has been beneficial to the instructors and instructed alike. The success of the program is partly illustrated by the number and scope of courses offered and the number of students who seem to be taking more than the required number of interdisciplinary courses.

Appendix 9 contains an account of the nature and philosophy of Interdisciplinary Courses as well as descriptions of those which have been offered at the College.

E. Area of Concentration

The idea of the Area of Concentration is to provide the student an alternative to the traditional major. A student, with the assistance of his adviser and permission from the Area of Concentration Committee, develops an Area of Concentration consisting of a cluster of related courses from different academic areas, crossing departmental lines to focus on particular needs or interests.

The overwhelming majority of our students choose from among the traditional majors; even among these there is great flexibility regarding the particular courses which are required. The individualized area of concentration is aimed at the exceptional student. Among the Areas of Concentration which have been approved are:

American History and Civilization
American Studies
Classical Humanities
Community Studies
European Civilization
Fine Arts for Children
Foreign Languages
German and English Literature
Journalism
Philosophy of Religion
Political Science-American History
Psychobiology
Russian and German
Sociology of Education
Socio-Political Media
Speech-Communication

As student needs and desires change, this program allows the institution to move more quickly than under the more traditional major program; at the same time, the procedure of approval by a faculty adviser and the Area of Concentration Committee insures that the academic standards of the College will not be diluted.

F. Activity Units

The basic purpose of the Activity Units Program is to provide opportunities (not present in other phases of the curriculum) so that students may develop skills, participate in creative projects, and provide services to the community. It is aimed especially at developing useful "leisure-time" activities that are of both immediate and future value to the student.

The present requirement is:

A minimum of six credit hours must be selected from approved activity units. Of these six credits, three must be in physical activities and three must be in activities other than physical education. Additional activities up to a maximum of twelve credits may be applied toward the 186 hours required for graduation.

The student has a wide choice of activities or may design his own. In the latter case, he submits an application to the Activity Units Committee, which examines the proposal both as to its merits and the methods of supervision and checking for satisfactory completion. These are either directed or supervised by a faculty member.

Activity units have been offered in physical education, music, art, student publications, the radio station, tutoring, physical therapy, hospital work, photography, computer programming, the volunteer fire department, political activity, church work, youth work, etc.

Usually about half of the student body is participating in the Activity Units Program.

STATUS

The New Curriculum has been in existence for three academic years; it is no longer "new." During the three years a number of changes, some minor and others rather significant, have occurred as mentioned in earlier sections of this report. A number of other issues, however, are beginning to surface as our community becomes more acclimated to our curriculum and its implications.

The careful planning and continued self-evaluation which was an integral part of our curricular innovation focused the academic community's attention upon the value of institutional research. Dr. Morgan was appointed Director of Institutional Research in 1970-71; when he accepted a position with the National Institute of Child Health and Human Development, a Director of Records and Research was appointed in 1971-72. More important than the title is the fact that the College recognizes the need for an officer in charge of institutional research and that the research must include studies relating to the academic needs of the institution, not only the budgetary. I believe this fact will have a long lasting effect upon Hiram.

An example of the faculty's acceptance of the need for careful self-study is the appointment in the spring of 72 of a New Curriculum Evaluation Committee composed of the Chairmen of the Departments of Mathematics, Philosophy, and Sociology; the Director of Records and Research; and two students. The report of this committee is due during the second quarter of 1972-73 and it is expected to provide clearer insight into the impact of our curriculum not only upon students, but upon the faculty and departmental offerings as well.

Since approximately 25% of our faculty resources are committed to offerings in the New Curriculum, a careful evaluation of its implications is needed. The faculty committee is expected to explore several areas including:

a. Are the staffing patterns of the New Curriculum elements causing a de facto weakening of some academic departments?

b. Has a routinization of procedures come about that detracts from the original vitality associated with the program?

c. Is there a need for improved orientation of new faculty to the aims and expectations of the curriculum?

d. Have projects of questionable worth been granted activity unit credits?

e. Can we expect to provide an adequate number of Interdisciplinary Courses from each of the three divisions, especially in the Mathematics and Physical Sciences Division?

f. Are the depth and breadth of offerings required in the curriculum adequate for a liberal arts degree?

g. Does our freshman year program merely tend to shift the usual difficulty of academic adjustment from secondary school to college to an adjustment problem between the freshman and sophomore years?

These are not questions with yes or no answers; they require careful study and much discussion. The answers to these and similar questions are, of course, important for they will help to shape the Hiram curriculum in the future. Equally important, is the commitment of the faculty to ask these questions--to refuse to accept things as they are without question.

As has been said before, a central aim of the New Curriculum is to improve communication skills. There was concern among the faculty that writing ability was not sufficiently emphasized by our curriculum for some students. The majority of our students begin college with sufficient background in writing so that our curriculum helps to sharpen their abilities; our relaxed curriculum, however, may not provide sufficient means to improve the writing ability of those who come to us with deficiencies in this area. Starting with the first quarter of 1972-73, an English course--Writing Laboratory--was required of approximately 60 students whose previous academic background and writing performance in the Freshman Institute showed they would most profit from this course.

An evaluation of this course is being conducted by the Office of Records and Research with the assistance of Professor Andrew Konick of the Psychology Department. Copies of writing assignments from the Freshman Institute, scores from the Cooperative English Tests developed by Educational Testing Service and administered at the beginning and end of the quarter, and writing samples from the last week of the quarter were collected from students enrolled in the writing laboratory and an equal number of other freshmen with similar scores on the Verbal Scholastic Aptitude Tests. The analysis of these data should help to ascertain whether or not the writing ability of the students in the English course improved more significantly than did the ability of the control group's members. If the findings from this project are worthy, publication of the results will be attempted in the Spring of 1973.

At this time, it appears that the New Curriculum at Hiram will continue to function in much the same way as it does at present. As student needs and faculty concerns change, the framework of the curriculum will undoubtedly be modified; but the basic premises on which the curriculum depends will, I believe, endure.

DISSEMINATION OF RESULTS

The first year of the New Curriculum brought the greatest coverage in the national press. Appendix 10 includes copies of several of the stories. The last two years have brought fewer instances of newspaper coverage although the 8 November 1970 issue of Parade magazine did include a short article.

Several of our faculty and staff have spoken at various professional meetings, both through formal and informal presentation. Dr. Morgan, for instance, delivered papers at the May, 1971 Annual Forum of the Association for Institutional Research, at the Twenty-Sixth Annual National Conference on Higher Education in 1971, and at the 1972 Convention of the American Psychological Association meeting. The October, 1971 Issue of Critique, a newsletter from the Center for the Study of Higher Education at the University of Toledo included an evaluation by Morgan of the first two years of the program.

As a result of these sorts of publicity, we did experience a surge of student applications immediately following the introduction of the New Curriculum. That surge has diminished but, at a time when many other small private colleges are decreasing in size and finding themselves unable to balance the current operating budget, Hiram has continued its planned moderate growth (to 1500 students by 1979-80), and has continued to balance its current budget. We have had inquiries about our program from over 350 other institutions and several colleges have sent representatives to our campus to study our curriculum first-hand.

APPENDIX 1

PERSONNEL FOR HIRAM'S NEW CURRICULUM

PERSONNEL FOR HIRAM'S NEW CURRICULUM
1969-70

1. PROJECT DIRECTOR

   George A. Morgan; Academic Administration Intern for ACE and Assistant Professor of Psychology. B.A., DePauw, 1958; M.A., Harvard, 1959; Ph.D., Cornell, 1964.

2. DIRECTOR OF FRESHMAN INSTITUTE

   John B. Shaw; Professor of English and Chairman of the Humanities Division. B.A., Oberlin, 1947; Ph.D., Johns Hopkins, 1952.

3. DIRECTOR OF FRESHMAN COLLOQUIA

   Robert L. Watson; Assistant Professor of Religion. B.A., Ohio Wesleyan, 1956; B.D., Yale Divinity, 1960; Ph.D., Vanderbilt, 1969.

4. CO-DIRECTORS OF TWENTIETH CENTURY COURSE

   Wilson J. Hoffman; Jr.,Professor of History. B.A., Grove City, 1955; M.A., Western Reserve, 1956; Ph.D., Western Reserve, 1963.
   Eugene H. Peters; Professor of Philosophy. B.A., Texas Christian, 1950; B.D., University of Chicago, 1953; Ph.D., University of Chicago, 1960.

5. DIRECTOR OF INTERDISCIPLINARY COURSES

   Kimon Giocarinis; Professor of History and Chairman of the Social Science Division. B.A., Michigan State, 1949; M.A., Wisconsin, 1950; Ph.D., Wisconsin, 1953.

6. CHAIRMAN OF AREA OF CONCENTRATION COMMITTEE

   Lawrence B. Shaffer; Associate Professor of Physics. B.S., Ohio State, 1959; M.S., University of Wisconsin, 1960; Ph.D., University of Wisconsin, 1963.

7. CHAIRMAN ACTIVITY UNITS COMMITTEE

   Edward B. Rosser; Professor of Chemistry and Chairman of the Science Division. B.S., Ohio, 1932; M.A., Ohio, 1934; Ph.D., Western Reserve, 1952.

8. DIRECTOR OF EVALUATION

   George A. Morgan; Academic Administration Intern for ACE and Assistant Professor of Psychology. B.A., DePauw, 1958; M.A., Harvard, 1959; Ph.D., Cornell, 1964.

PERSONNEL FOR HIRAM'S NEW CURRICULUM
1970-71

1. PROJECT DIRECTOR

   Robert MacDowell; Vice President and Dean of the College, and Professor of Mathematics. B.A., Oberlin, 1948; M.A., Michigan, 1949; Ph.D., Michigan, 1953.

2. DIRECTOR OF FRESHMAN INSTITUTE

   John B. Shaw; Professor of English and Chairman of the Humanities Division. B.A., Oberlin, 1947; Ph.D., Johns Hopkins, 1952.

3. DIRECTOR OF FRESHMAN COLLOQUIA

   Brainerd P. Stranahan; Associate Professor of English. B.A., Williams, 1955; M.A., Michigan, 1956; Ph.D., Harvard, 1965.

4. DIRECTOR OF TWENTIETH CENTURY COURSE

   Paul A. Rochford, Professor of Art and Chairman of the Fine Arts Division. B.A., Bucknell, 1941; M.A., Harvard, 1947.

5. DIRECTOR OF INTERDISCIPLINARY COURSES

   Kimon Giocarinis; Professor of History and Chairman of the Social Science Division. B.A., Michigan State, 1949; M.A., Wisconsin, 1950; Ph.D., Wisconsin, 1953.

6. CHAIRMAN OF AREA OF CONCENTRATION COMMITTEE

   Walter Rea Knight; Professor of Psychology and Biology. B.A., Baldwin Wallace, 1954; M.S., Pennsylvania State, 1956; Ph.D., Pennsylvania State, 1961.

7. CHAIRMAN OF ACTIVITY UNITS COMMITTEE

   Edward B. Rosser, Professor of Chemistry and Chairman of the Science Division. B.S., Ohio, 1932; M.A., Ohio, 1934; Ph.D., Western Reserve, 1952.

8. DIRECTOR OF EVALUATION

   George A. Morgan; Director of Institutional Research and Assistant Professor of Psychology. B.A., DePauw, 1958; M.A., Harvard, 1959; Ph.D., Cornell, 1964.

PERSONNEL FOR HIRAM'S NEW CURRICULUM
1971-72

1. PROJECT DIRECTOR

   Robert MacDowell; Vice President and Dean of the College, and Professor of Mathematics. B.A., Oberlin, 1948; M.A., Michigan, 1949; Ph.D., Michigan, 1953.

2. DIRECTOR OF FRESHMAN INSTITUTE

   John B. Shaw; Professor of English and Chairman of the Humanities Division. B.A., Oberlin, 1947; Ph.D., Johns Hopkins, 1952.

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   Brainerd P. Stranahan; Associate Professor of English. B.A., Williams, 1955; M.A., Michigan, 1956; Ph.D., Harvard, 1965.

4. DIRECTOR OF TWENTIETH CENTURY COURSE

   Warren Taylor; Distinguished Professor of the Humanities. B.A., Vanderbilt, 1924; M.A., Vanderbilt, 1926; Ph.D., Chicago, 1937.

5. DIRECTOR OF INTERDISCIPLINARY COURSES

   Kimon Giocarinis; Professor of History and Chairman of the Social Science Division. B.A., Michigan State, 1949; M.A., Wisconsin, 1950; Ph.D., Wisconsin, 1953.

6. CHAIRMAN OF AREA OF CONCENTRATION COMMITTEE

   Walter Rea Knight; Professor of Psychology and Biology. B.A., Baldwin Wallace, 1954; M.S., Pennsylvania State, 1956; Ph.D., Pennsylvania State, 1961.

7. CHAIRMAN OF ACTIVITY UNITS COMMITTEE

   Edward B. Rosser, Professor of Chemistry and Chairman of the Science Division. B.S., Ohio, 1932; M.A., Ohio, 1934; Ph.D., Western Reserve, 1952.

8. DIRECTOR OF EVALUATION

   Charles R. Toomajian, Jr.; Director of Records and Research. B.A., Bowdoin College, 1965; M.A., Cornell, 1967; Ph.D candidate, Cornell.

APPENDIX 2

PLANNING OF THE FRESHMAN PROGRAM

PLANNING OF THE FRESHMAN PROGRAM

FRESHMAN INSTITUTE

The Task Force Report recommended the adoption of a two week academic orientation to college with emphasis on communication skills. Accepted in principle by vote of the Hiram College Faculty in October of 1968, the Institute was planned in detail during the following year by a committee directed by John Shaw of the English Department. One of the first decisions was to have the content focus on language and to have all freshmen attend. A schedule of workshops for groups of 13, combined with lectures, films, speeches, and library work was set up during these planning sessions.

After the Committee's recommendations were accepted, a staff of 27 faculty from most academic departments was selected. The staff then agreed on three text books and a series of assignments. By summer of 1969 all schedule plans were completed; the selected texts were sent to each student in August with assignments. For three days in September all 27 members of the staff were given an intensive training session in the evaluation of writing and in the conducting of discussion sessions.

THE FRESHMAN COLLOQUIA

The Task Force also recommended the institution of a small flexible freshman course in which the teacher would also be the adviser. After six months of planning by the Colloquia committee and its director, Robert Watson of the Religion Department, a staff of 30 experienced faculty were selected to teach first term Colloquia. In late May, 1969, a planning retreat was held for the teachers of fall-term Colloquia to discuss with the committee and outside consultants how they might put into practice the purposes of the Colloquia. The advantages inherent in small group teaching were identified and discussed. The early plans of each Colloquium teacher were shared, discussed, expanded and modified.

In July, one-page written descriptions were submitted by each teacher to the Executive Committee, who reviewed them and suggested revisions. The resulting descriptions were duplicated and sent with biographical data to all entering freshmen on August 1. By late August, the freshmen had, through preference blanks, submitted their first four choices for Colloquium. We were able to give 90% of the freshmen their first or second choice. The groupings were announced during the Freshman Institute, so that academic advising could begin prior to the fall registration.

Periodic meetings of the teachers of Colloquia I are being held throughout the year in an effort to continue the discussions begun at the May retreat. Topics receiving attention include: the evaluation of Colloquia, the effective evaluation of freshman writing, improvement in advising, and the grading of students on a credit, no-credit basis.

Procedures similar to those used in the summer are currently underway in an effort to make thirty Colloquia II available to the freshmen for the second and third quarters. Freshmen who were given their third and fourth choices for Colloquia I have been assured of their first choice for Colloquia II; and every effort will again be made to maximize the choices of the other freshmen.

THE TWENTIETH CENTURY AND ITS ROOTS

The Task Force Report recommended the institution of a year-long course for all freshmen dealing with the major Twentieth Century problems and their antecedents.

In the fall of 1968 the Dean asked Wilson Hoffman, History, and Eugene Peters, Philosophy, to be co-directors of the Course. The Twentieth Century Committee consisted of the co-directors, four other faculty members, and two students. The faculty members were from the Departments of Music, History, Chemistry, Art, and Philosophy. Later, three other student members were added.

During the fall the planning meetings were aimed at answering a number of broad questions having to do with the nature and direction of the Course. It was felt that the impact of modern science and the role of technology in modern life had to be developed in the Course, and more generally, the doctrine of progress which has dominated some periods of modern life and thought was seen to be relevant to the general organization of the topics and issues to be examined. It was decided that no mention of a thesis would be made to the students in the Course. The idea was to avoid an initial student bias that might otherwise develop.

It was agreed to follow a topical, problem-centered form of organization. It was also decided that the most provocative way to begin would be to open with a sequence of sessions concerned with some of the most pressing, vital, and current issues in the United States, namely alienation and racism.

The remainder of the first quarter would be devoted to the meaning, the nature, and the impact of modern science and scientific thinking. It was agreed that the second quarter would center on issues related principally to the social sciences, issues such as war and conflict, imperialism, Marxism, and population. In the third quarter, the Twentieth Century breakdown in religious tradition would be examined; the loss of meaning and erosion of mores would be focused on early in the spring. And toward the end of the spring quarter, there would be some effort made to face the questions: What do we do with the crisis before us; where do we go from here? In tackling this question some reference would be made to ways in which others met crises (both personal and social) in the past.

Grading was discussed. The Committee, perhaps idealistically, decided to abandon the traditional grading categories. Only pass and fail would be used. The theory here was that the student had to be thrown on his own resources and initiative, not maneuvered by the threat of a grading system. Nor would there be required attendance at the class sessions. Position papers would, however, be required, and on this basis a judgment of the student would be made.

The Committee felt that the meeting of the freshman class as a body, under a single roof, would have many advantages. There were in the freshman program opportunities for small-group sessions which would run correlatively with the large Twentieth Century Course. Nonetheless, in order to provide for the students a chance to discuss the readings which were to be assigned on a regular basis and to exchange their views on the class sessions, it was thought that the Course should make provision for discussion sections. This was worked out by making use of upperclass students as discussion leaders.

Though the basic approach in each session of the course would be to have invited speakers on given topics for particular days, there was among the Committee members a strong desire to diversify the offerings in as many ways as possible. Hence, films, tapes, panels, plays, concerts, and other modes of presentation were adopted as ways of handling material in the Course.

Speakers would themselves represent positions, so that they would not merely be discussing a topic in a detached way but would stand before the students as spokesmen for a point of view. They would present and argue it.

The Committee, in sum, set guidelines and direction: the Course would use many media, involve musical and other cultural presentations, though basically it would make use of speakers, all in presenting issues, problems, and topics concerning the twentieth century and its roots. The Committee as a whole could not work out the details of the syllabus, and this task was largely entrusted to the directors. Their job in choosing readings, selecting and writing speakers, and making various arrangements continued throughout the year and over the entire summer. A syllabus was finished and put in booklet form by the end of August, in readiness for the beginning of the school year. During the spring, discussion leaders had been selected and a number of sessions had been held with them, first in an effort to explain the structure of the Course and later with the intention of helping them with discussion techniques. During the summer, there was some correspondence with discussion leaders in an effort to keep them informed of developments.

APPENDIX 3

DESCRIPTION OF THE FRESHMAN INSTITUTE

September, 1969

STAFF ~~TRAINING~~ SESSION SCHEDULE

September 11
Kennedy Center, Brown Room

9:00 a.m. Opening remarks: President Jagow, Dean MacDowell
Orientation notes: John Shaw

Coffee Break

10:00 a.m. Use of Singleton's *Style*: John Shaw
10:30 a.m. Use of Beardsley's *Modes of Argument*: Gene Peters
11:00 a.m. The assignment of writing: Charles McKinley, Hale Chatfield

Lunch Break

1:30 p.m. Use of short films for writing
Preview of several short films
2:30 p.m. Writing exercise by staff
3:00 p.m. Techniques for discussion: Keith Leonard, Bill Carrell

* * *

September 12
Kennedy Center, Brown Room

9:00 a.m. The philosophy of evaluation: John Shaw

Coffee Break

10:30 a.m. Samples for evaluation and discussion

Lunch Break

1:30 p.m. Additional samples discussed
3:00 p.m. Comments on essays written by staff members on film seen the day before.

* * *

September 13
Kennedy Center, Brown Room

9:00 a.m. Advice on film making: Carl Joecks
10:00 a.m. Assignment of library paper: staff

Coffee Break

11:00 a.m. Preview of Mini Lab: Dr. Ernest Keen, visiting consultant

Schedule of events

Sunday, September 14.

1:00 - 4:30 p.m.	Residence Hall Registration for New Students Assigned Residence Halls Coffee for Parents - Kennedy Center Main Lounge
3:30 - 4:30	Commuting Students - Call for Orientation Packets at Admissions Office
4:30	Program for Parents - Hayden Auditorium Presiding: Elmer Jagow, President
4:30	Program for Freshman Women - Women's Gym Presiding: Frances Redmond, Dean of Students
4:30	Program for Freshman Men - Price Gym Presiding: Richard Caulk, Assoc. Dean of Students
5:45 - 7:15	Buffet Dinner for Parents and Students - Dining Halls
8:00	President's Program for Students - Hayden Auditorium Presiding: Elmer Jagow, President
10:30	Residence Hall Floor Meetings

Monday, September 15

9:00	Orientation Speech Hale Chatfield - Hayden
10:00	Instruction in film making Carl Joecks - Hayden
10:30	Workshop Each student assigned to group
12:30	Laboratory for Human Relations Training-Gymnasium
7:30	Pre-film talk Keith Leonard - Hayden
8:00	War Game Hayden
10:00	Discussion of film (attendance not required) Brown Room, Kennedy Center

Tuesday, September 16.

9:00 Lecture: Language as the Unique Possession of Man
Royce Gruenler Hayden

10:00 Workshop

11:00 Panel: The Impact of Oral Communication
Keith Leonard, Carl Joecks, Eva Benstock - Hayden

1:30 Film on Language Hayden

2:30 Workshop

8:00 Meeting of Freshman Honors Students Kennedy Center

Wednesday, September 17

9:00 Lecture: On Good Writing John Shaw Hayden

10:15 Workshop. Theme #1 due

11:30 Film on Language Hayden

1:30 Workshop

7:30 Pre-film talk Keith Leonard Hayden

8:00 The Tenth Victim Hayden

10:00 Discussion of film (attendance not required) Brown Room
Kennedy Center

Thursday, September 18

9:00 Lecture: On Logical Discourse Gene Peters Hayden

10:00 Workshop

1:30 Workshop

5:00 Theme #2 due

8:00 Film problem seminar (attendance not required)
Carl Joecks Brown Room
Kennedy Center

Friday, September 19

9:00	Lecture: On Propaganda	David Fratus	**Hayden**
10:30	Film: Alain Resnais, Night and Fog		**Hayden**
1:30	Symposium on Propaganda		
3:00	Workshop: start library paper		
8:00	Film problem seminar (attendance not required)	Carl Joecks	Brown Room Kennedy Center

Saturday, September 20.

9:00	Workshop	
12:00	Picnic on the Hill	
1:30	Workshop (filming activities, library work)	
3:00	LANGUAGE PLACEMENT EXAMINATIONS	Humanities Building
8:00	Film problem seminar	Brown Room Kennedy Center

Sunday, September 21.

	Church of your choice
1:30- 5:30	President's Reception and Tea - Buckingham (See Notice on Residence Hall Bulletin Boards for Specific Time)

Monday, September 22.

9:00	Lecture: On the Library Paper	Bill Carrell	**Hayden**
10:30	Workshop		
5:00	Theme #3 (library paper) due		
7:30	Pre-film talk	Keith Leonard	**Hayden**
8:00	Fahrenheit 451		**Hayden**

10:00	Discussion of film		Brown Room Kennedy Center

Tuesday, September 23.

9:00	Lecture: Hard Times	Charles Mc Kinley	Hayden
10:30	Workshop		
1:30	Workshop. Theme #4 due		
1:30	Film problem seminar	Carl Joecks	Brown Room Kennedy Center
8:00	Introduction to 20th Century Course	Wilson Hoffman	Hayden
9:00	Follow-up Laboratory for Human Relations Training		

Wednesday, September 24

9:00	Students meet with Freshman Colloquium Teachers		
11:00	First Lecture for 20th Century Course: Alienation and Black Militantism	Jean Noble	Hayden
1:30	Grand Showing of best films		Hayden
4:00	Panel: Black Militantism (20th Century)		Hayden
7:30	Pre-film talk	Keith Leonard	Hayden
8:00	Juliet of the Spirits		Hayden
10:00	Discussion of film		Brown Room

Thursday, September 25.

9:00	Final Conference with each student		
10:00	Final Session		Hayden

FRESHMAN INSTITUTE SCHEDULE

September, 1970

Texts: Hiram College Style Sheet

Strunk and White, A Writer's Handbook

Man: The Dramatic Mode

Mimeographed Library Exercise

Day 1. Thursday, September 10

9:00 Opening Session: Remarks J. Shaw Hayden Auditorium

9:30 Introduction of film making Nubra Watson

10:00 Workshop. Consult rosters for room assignments

12:00 Lunch Group 1 at 12; Group 2 at 12:10; Group 3 at 12:20; Group 4 at 12:30; Group 5 at 12:40; Group 6 at 12:50

1:30 Workshop Group 1 to library: section 1 at 1:30; 2 at 1:45; 3 at 2:00; 4 at 2:15; 5 at 2:30

8:00 Film: Playboy of the Western World

9:30 Informal get-together to discuss film Kennedy Center

Day 2. Friday, September 11

9:00 Lecture on Language Professor O.L. Chavarria-Aguilar
University of Rochester

10:30 Workshop

12:00 Lunch Group 2 at 12; Group 3 at 12:10; Group 4 at 12:20; Group 5 at 12:30; Group 6 at 12:40; Group 1 at 12:50

2:00 Workshop

8:00 Entertainment

Day 3. Saturday, September 12

9:00 Workshop. Theme #1 due. Group 2 to Library: section 6 at 9; 7 at 9:15; 8 at 9:30; 9 at 9:45; 10 at 10:00

Noon Picnic

1:15 Freshman Questionnaires: all Institute students are expected to report to rooms as listed below:

Last names from A - E	Colton 120
Last names from F - J	Hinsdale 214
Last names from K - O	Hinsdale 203
Last names from P - Z	Frohring Art Lecture Room

8:00 Film: The Pawnbroker

Day 4. Sunday, September 13

Morning free for sleep, church, or work: Library will be open.

1:30 - 4:00 President's Reception: see schedules in dorms

Day 5. Monday, September 14

9:00 Lecture on Writing Mr. Jonathan Schell, Staff Writer New Yorker Magazine

10:30 Workshop

12:00 Lunch Group 3 at 12, etc.

1:30 Workshop Group 3 to Library: section 11 at 1:30; 12 at 1:45; 13 at 2; 14 at 2:15; 15 at 2:30

8:00 Film: Caretaker

Day 6. Tuesday, September 15

9:00 Workshop. Theme #2 due.

12:00 Lunch Group 4 at 12; etc.

2:00 - 4:00 Language and Math Exams Hinsdale (see schedule for room assignments)

Day 7. Wednesday, September 16

9:00 Lecture on research and scholarship Professor Robert Waite
Williams College

10:30 Workshop Group 4 to Library: section 16 at 10:30
17 at 10:45; 18 at 11; 19 at 11:15; 20 at 11:30

12:00 Lunch. Group 5 at 12; etc.

1:30 Workshop

8:00 Film: Putney Swope

Day 8. Thursday, September 17

9:00 Workshop Film making finished up by 5 p.m. All sections must be finished, so films can be processed Thursday evening.

10:00 - 11:30 Theory Proficiency Examination Frohring Music Hall

12:00 Lunch. Group 6 at 12; etc.

1:00 - 4:00 Music auditions Frohring Music Hall

8:00 Drama Production: the multi-media show of last spring

Day 9. Friday, September 18

9:00 Lecture on the literature of protest and propaganda and film, Night and Fog Professor Warren Taylor
Hiram College

12:00 Lunch. Group 1 at 12; etc.

1:00 - 4:00 Music auditions Frohring Music Hall

1:30 Workshop Group 5 to Library: section 21 at 1:30;
22 at 1:45; 23 at 2; 24 at 2:15; 25 at 2:30

Day 10. Saturday, September 19

Workshop. Theme #3 due. Group 6 to Library: section 26 at
9:00; 27 at 9:15; 28 at 9:30; 29
at 9:45; 30 at 10:00

Evening party scheduled by upperclassmen

Day 11. Sunday, September 20

Morning free for church, sleep or work.

Afternoon: finish up editing of films

Day 12. Monday, September 21

9:00 Final Session: all work finished and in.

10:00 Students meet with advisors, that is, Colloquium Leaders

Noon. Institute Finished.

September, 1971

FRESHMAN INSTITUTE

Preliminary Session

Sunday, September 5

10:00 Required for new staff members. Others invited.

Procedures for the Institute

Evaluation of writing

2:00 For all staff members

Announcements

Film reviews

Discussion of group procedures

TENTATIVE SCHEDULE FOR INSTITUTE

Texts: K. Turabian, A Manual for Writers

Strong & White, A Writer's Handbook

Man: The Dramatic Mode #5

Mimeographed Library Exercises

Day 1. Monday, September 6

9:00 Opening session. Remarks & Introductions

9:30 On Language. Chavarria-Aguilar, Dean of Liberal Arts, CUNY

11:00 Meet in workshop sections for introductions and assignments

12:00 Lunch (staggered)

1:30 Workshops

Group 7 to library

8:00 Film: 8½

Day 2. - Tuesday, September 7

9:00 Group 6 to library

Group 1 Plan Film

Workshop

12:00 Lunch

1:30 Workshop Language & Math Exams

8:00 Film #1

Day 3 - Wednesday, September 8

9:00 Group 5 to library

Group 2 Plan Film

Workshop: Theme #1 due.

12:00 Lunch - Picnic

1:30 Workshop (all sections - leaders will administer questionnaire for his students during first half hour)

4:00 Staff meeting - Kennedy Center

8:00 Film #2

Day 4. - Thursday, September 9

9:00 Group 4 to library

Group 3 plan film

Workshop

12:00 Lunch

1:30 Music auditions: theory proficiency exam

Workshop

8:00 Social hour. Square dance - Mixer - Entertainment

Day 5. - Friday, September 10

9:00 Group 3 to library

Group 4 Plan Film

Workshop, Theme #2 due

12:00 Lunch

1:30 Workshop

8:00 Film #3

Day 6. - Saturday, September 11

9:00 General meeting of Institute. Hayden

10:00 Workshop

Group 2 to library

Group 5 Plan Film

12:00 Picnic

1:30 Afternoon off

8:00 Social hour evening - Entertainment - Beer bust, etc.

Day 7. - Sunday, September 12

Morning free, library open

1:30-5:30 President's Reception

Sunday night film

Day 8. - Monday, September 13

9:00 Group 1 to library

Group 7 Plan Film

Final theme due by noon.

11:00 Twentieth Century Orientation - Hayden

Requirements

1) Three essays

2) Film planned, if not actually finished

3) Library exercises completed

4) Questionnaire

APPENDIX 4

EVALUATION OF THE INSTITUTE

A. Director's Evaluation of the Freshman Institute, John Shaw
B. Selected Faculty Comments on the Freshman Institute
C. Table: Faculty Evaluation of 1969 Freshman Institute
D. Random Student Comments About the 1969 Freshman Institute
E. "It Wasn't So Bad", By Bill Parker, The Advance, Tuesday, October 7, 1969
F. Random Student Comments on the Freshman Institute, Fall 1970
G. Evaluation of 1971 Institute

DIRECTOR'S EVALUATION OF THE FRESHMAN INSTITUTE

GENERAL INFORMATION

The first Hiram College Freshman Institute took place from September 15 to September 25, 1969, with two and a half days preceding for staff training. Twenty-six full time faculty taught about 350 students, with two full time consultants, one visiting Human Relations Training expert, and several part-time helpers. The schedule of events devised by the staff and Director the previous Spring Term was adhered to pretty closely: one film (out of six) was not shown; the second mini lab was omitted; the final assessment session and picnic were not held. Otherwise, films, workshops, essays, speeches, and lectures were presented as scheduled. The schedule is herewith attached.

Generally speaking, all participants, faculty and students, entered into the venture with high hopes and good intentions, and generally speaking the consensus gentium was that the institute worked well. Teachers met their responsibilities faithfully, and students fulfilled their obligations. Success was in the air and enthusiasm characterized the atmosphere, and most participants seemed to have a good feeling about the Institute throughout the ten days. While it is a cliché that no educational experiment ever fails, in the case of the Institute I think we truly are on to a uniquely strong program. There is no question that it should be repeated as an important component in Hiram's new program.

Much, however, can be done to improve the Institute, and I will try in this Report to suggest improvements as I go along. Undoubtedly, the new staff and next Director will wish to change things, but I hope they will pay close attention to the suggestions offered here and not depart too far from a successful formula.

STAFF TRAINING SESSION

The schedule for this is herewith attached. We met from 9 till 4 on the Thursday and Friday, and from 9 till 12 on the Saturday, preceding the opening of the Institute. The President and Dean were good enough to address the first session, thus enhancing the occasion with a certain importance. "Training" for experienced faculty members is a delicate matter; direction from a peer can be hard to take. I'm happy to say the staff attitude during these long and busy two and a half days was admirable. Especially, the English Department, already well trained in the teaching of writing, was patient and cooperative: those six members deserve high praise.

The objective of these meetings was to provide helpful suggestions and practical experience to teachers unused to correcting, or even commenting on writing, or speaking, as a skill in itself. Advice was given, and plenty of practice was provided. In addition, we tried to discuss every aspect of the Institute, offering advice where possible. I was frankly disappointed in several of the presentations by faculty members who had not carefully prepared their materials. As early as the preceding June, I had asked each performer to be thoughtfully prepared. Eugene Peters was especially thorough; most of the others were not. The problem, as usual, is getting faculty members to take their job seriously when it is, for them, merely another committee assignment.

For next time, I highly recommend again the staff training session, even if many of the faculty have been through it before--new faculty members will be there and NO staff, no matter how expert, is so accomplished at discussing books and films and writing that it cannot gain from some intensive training, including us English teachers. The Director should make more of an effort to see to it that those in charge of speaking about the books or events of the Institute should present their material well. Gene Peters set the right example to follow. We should, of course, not have Mr. Keene back, nor any one else in his place.

In all, I'd recommend pretty much the same format and schedule for the Staff Training Session.

SENSITIVITY TRAINING

This is hard to evaluate, or even speak loosely about. For one thing, the students, newly arrived and scared, are the focus of attention, and what we over-thirty people think doesn't count; our opinion-especially those of us who tend to be close-minded--is quite literally irrelevant. We can, however, make a couple of comments regarding the mechanics of the training. At the training session the outside consultant, Dr. Ernest Keene, was poor. Ironically, he himself did more to alienate his co-workers in the mini-lab than any other single factor. He set a slovenly, finicky, anti-intellectual, silly tone which destroyed his chances of winning any faculty adherents to his project.

Mr. Keene's approach at the Institute Lab struck me as all right, except for a certain asinine preoccupation with the childish humor about toilets. Mrs. Redmond, or Bill Carrell, could have done as well if not better, surely. The biggest mistake was in trying to handle the entire class in one room. Next time, the group should be split in half, and two halls used.

And I think we ought to try the sensitivity training again, despite negative reactions from the faculty. Better orientation at the staff session, a wiser series of exercises, and smaller groups to work with might improve the experience.

THE LECTURES

As noted in the schedule the Institute presented six lectures, mostly about writing. These turned out to be of pretty good quality; all were short (one was presented on paper and not delivered); most were useful.

Since an important part of college pedagogy is still the lecture, I think this part of the Institute should be strengthened to the point of being the most memorable part of the ten days. An unusually high standard of lecture should be established at this important juncture between high school and college teaching.

I suggest, therefore, that we reduce the lectures to three or four, and seek outsiders for these. For example, we might invite an editor of the New York *Times* to speak about "good writing," or a lively linguist to lecture on language. I propose turning the lectures into functions deserving, indeed commanding, the attention of the students, thus setting the tone for the year ahead.

The regular morning session for the lecture serves also as a daily opportunity for announcements and so on.

THE FILMS

a. Educational films: two on language.

These turned out badly. One, the first, we had not previewed and received evidently by mistake. The second we did not show since the students had laughed at the first--why further demean the subject of language? We should probably have shown the second for those who wished to see it. Perhaps, too, this kind of educational film (which was originally on educational television) should be viewed by small, and therefore less visible, groups of students. For next year, however, I'd recommend doing without these two films

b. Writing films: five short ones.

These proved interesting, both as examples of film making and as inspiration for theme writing. The schedule arrangements were successful, I thought, and I recommend this approach to writing to be incorporated in pretty much the same way next year.

c. Commercial films: War Games, Blow Up, Fahrenheit 451, Juliet of the Spirits

The idea of having famous, or notorious, films for three or four evenings is good. Where we failed to exploit the medium, however, was first in the selection of films which seemed to me to be haphazard and catch as catch can, rather than methodical and planned. And then, too, the short lectures before the films were not to the point or useful, which in turn meant that discussions afterwards would be desultory. We take far too much for granted in our use of films; students generally are not visually, or artistically sophisticated. On the contrary, they need help, stimulation, direction. Otherwise, they watch a film like Blow-Up quite uncritically, getting nothing more out of it than a little prurient entertainment. Furthermore, the films, it seems to me, were not capitalized upon by the faculty for group discussions, or writing, or speeches. We could have used the material much more than we did. I think a better focus on this aspect of the program should be given in the staff training sessions. With such an emphasis, plus carefully selected and artistically related films, plus stimulating prefilm talks--we would have a strong pedogogical device working for us.

THE FILM MAKING

This, of course, was highly successful. The project was inherently interesting and it had the side effect of drawing students together. Considering that it was the first attempt for us, that we had a paucity of equipment and that time was very short, we did a fine job. Much improvement in organization can be made, however. The setting up of projectors for first viewing, and editors, could be far more efficient another time. The providing of ample advice to groups--and teachers--could be extended, too.

I see no reason to devote more time to this enterprise: but what time we devote should be more carefully organized. As it was, despite various difficulties, like a rainy day at the peak camera shooting time, we still came out with a surprising number of good films, high morale, and enthusiastic experiences. But we should not let the success of this single episode lead us to emphasize the film making any more than we did. It's a pleasant gimmick of more social interest than educational or creative value.

THE WORKSHOPS

The Institute provided some 18 hours of workshop time, during which students could write, work at film making, or whatever the faculty member wished or the group decided. This arrangement of large blocks of unstructured time is excellent, I think. Students and faculty alike were aware of the necessity for hard work; much had to be accomplished; in fact, the single most persistent statement about the Institute was that there was too much to do. But it somehow all got done, largely because of the workshops: four themes, a speech, a film prepared, acted, shot and edited, book discussions, and many formal appointments. All this was done in ten days.

The combination of the formal lectures with the loosely arranged workshops' almost independent work, was a good one for introducing the student to college life, and I believe most of the students found it so. They could experience the heady release from high school structures within a frame that was both permissive and demanding. Moreover, if they misused their time--as most of them did not do--they were not severely penalized by a grading system.

We did not expect to improve their writing, though some seemed to feel that we did. Our objective was to establish standards and expectations about good, clear writing. This, I believe, was accomplished. We hope the students will write carefully from now on, taking their writing assignments--in whatever course--seriously.

It is clear, however, that we must reduce the number of themes required from four to three, in order to provide time for more rewriting. But the focus of the Institute should remain on communication skills, particularly writing, and this part must be entered into seriously.

The library paper caused consternation, though I believe it was of great value since it introduced students to the library in a practical way. More time and better organization are required. But the idea is right and the usefulness undoubted. Thus, if we go to three themes next year, one of them should involve some research, limited and controlled.

The speeches were not successful. Too little time and too little help at the staff training session reduced this assignment to near uselessness. I would suggest either dropping the speech, or else making it work. It should not be an empty gesture at fulfilling the assignment.

THE DIRECTOR AND STAFF

All told, the faculty participating in the Institute did well. The Director should not teach, however, for he can not administer the Institute effectively and teach his group well, if he tries to do both. Much of the confusion and many of the weaknesses in organization might have been avoided had the Director been able to focus all of his attention on the administration of the Institute. Now that the Institute has been organized and run once, perhaps the Director can accept the one salary of $500, rather than $1000, and not teach at all, thus enabling another faculty member to teach in his place.

The Director should be invited to the President's Reception, since he is in a sense the chief administrator for the freshmen during those ten days.

My only complaint with faculty participants has to do with those responsible for special assignments in staff training, or in lectures to the Institute: they did not all take this work seriously enough, as I've already indicated. On the other hand, the staff did a remarkably fine job of teaching in the workshops. The conscientiousness of teachers, their sympathetic and focussed concern for their students, made a marked impression on the freshmen, most of whom had never before received this kind of attention. Many aspects of the Institute pleased me, but none more than the spirit and abilities of the staff of teachers.

Here I might add, too, that I personally received marvelous support and help from administrative personnel, from secretaries, from secretary helpers, from the Library Staff, from the Resource Center, from the Director of the Student Center, and from the Food Service. No Director of the Institute could possibly hope for better cooperation.

SELECTED FACULTY COMMENTS ON THE FRESHMAN INSTITUTE

September, 1969

Rarely is a program successful enough to merit discussion of its improvement. However, the Freshman Institute, or what I saw of it, is already in that position. The criticism that follows, then, is offered with respect for what has been accomplished.

It became apparent early in the Institute that the students had not anticipated the strong writing orientation of the program. This seemed due partly to the emphasis on film in the schedule of the Institute and partly on our euphemisms about "communication" in the description they received.

A few specific aspects of the Institute seemed to contribute unusually to the class identity or common experience that was one of our goals.: the coeducational grouping, the film making, and, in our case, a visit to my home. The academic usefulness of the film making experience could have been enhanced, however, by a chance for critical appraisal.

The positive and enthusiastic attitude of most of the members of my group finally convinced me that we were accomplishing something--that "something", however, was somewhat different from my original aspirations, and I'm curious as to how many staff members had to lower their sights.

Just exactly how far my students progressed in their ability to write, I don't really know. There was noticeable improvement in two. One student appeared nearly hopeless. I think they learned something about organization, paragraph writing, and unit. They learned to use the library efficiently. What impressed me most was their learning to work together, their good humor and their willingness to work hard on every assignment.

Let me say at the outset that I thought--and continue to think--that the Freshman Institute was highly successful. It was excellently conceived and exceptionally well-carried out. Such bugs as it may have had could certainly not have been foreseen. With a minimum of changes, I think the Institute should be continued.

P.S. It is interesting that the rapport established with those fourteen kids has not yet broken down. At least half of them have come to see me in my office since the regular academic year began, and three or four others have asked to make appointments to talk about their present work.

The inauguration of the Freshman Institute program in September, 1969, was an unquestionable success, and a large improvement over the skeleton freshman orientation program that had preceded it in former years. The Institute was an ambitious undertaking and required skillful organization and carefully selected personnel to bring it off successfully.

All in all, it was a good experience and an auspicious beginning for the new program of freshman studies at the college.

In general, I think the Institute was a success and should be continued. It was a very good environment for teaching writing.

The main criticism of the Institute of both students and faculty was "too much to do in too short a time."

As an approach to acclimating student to college life and particularly to Hiram's new curriculum, as a means of inspiring group identification and interaction, as an alternative to the generally uncreative freshman orientation programs in most colleges and universities, the Freshman Institute has proved itself worth the efforts that went into its implementation.

I feel this program was one of the most dynamic academic programs that I have ever taken part in. I do feel, however, that much of what was planned was not the most successful part of the Institute. In general, the lectures were not directed to the students, their problems, or the topic.

The best result from the entire Institute was having freshmen around without the vacuum created by seniors and juniors who are already bored with this life. We hit on a formula that works, because freshmen, left to their own devices, can excite each other, they are unafraid, the atmosphere is one of "this is our school." It was probably the best positive result coming out of the entire Institute. I was happy to participate and I learned much more that I taught (I read the readings!)....

I know it was hard for me to give up time for my own work to take on the Institute, but I enjoyed it.. At the end of the 10 days, however, I felt that the check handed me was too little for the effort required! Those freshmen know how to get their money's worth!

After experiencing the Freshman Institute, my primary thought is that we have a good idea and can make it work for us even more effectively. The unknowns we had to work with before are now matters of record as we can much more easily amend our procedures.

In general, I was very pleased with the Freshman Institute. This was far superior to any other mode of orientation and general introduction to college life we have had previously.

The so called "sensitivity training" should be completely omitted. The only value to this appeared to be the assembly of the class in an informal situation. This could be achieved in some less structural and silly manner. A well-run mixer, dance or game night could achieve as much and be entertaining. This latter aspect does need some attention in the Institute.

A general review and intent of the movies to be shown probably should be a part of the general faculty training session. Many students, as well as myself, often wondered at the movies' role in the Freshman Institute.

Eventual participation in the institution by other members of the faculty would be of value to the college as a whole. My participation has certainly made me much more conscious and critical of students' writing techniques and errors. All faculty reading all student papers with more than just content in mind should eventually improve the caliber of students' papers.

Making a film is a fine and fun idea! The kids learned a great deal about communicating without words. I again wish there had been more time. Perhaps more equipment and a less rigid schedule of filming and editing would help. They're producing one thing as a group was a very valuable experience in group dynamics as well as visual communication.

FACULTY EVALUATION OF 1969 FRESHMAN INSTITUTE

	Positive	No Comment or Neutral	Negative	Making the Suggestions
A. The books				
Evaluations -				
Hard Times	3	9	6	
Modes of Argument	3	11	4	
Style	2	12	4	
Suggestions -				
Reading should be more relevant				2
Eliminate *Hard Times*				4
Eliminate *Beardsley*				3
Eliminate *Singleton*				4
More attention to *Beardsley* and *Singleton*				1
Substitute a short novel				1
More use of assigned text				1
B. The lectures				
Evaluations -	7	8	3	
Suggestions -				
Have fewer				1
Should be more relevant				1
Earlier in Institute (as basis for discussion & writing)				1
C. The written assignments				
Evaluations -	8	9	1	
Suggestions -				
Three instead of four				6
Remedial writing course needed				3
Drop library paper				2
D. The film				
Evaluations -	7	9	2	
Suggestions -				
Short films should be more relevant				3
E. Discussions				
Evaluations -	2	11	2	
Suggestions -				
F. Student Speeches				
Evaluations -	1	12	5	
Suggestions -				
Have two--beginning & end				1

	Positive	No Comment or Neutral	Negative	Making the Suggestion
G. 8mm. film making				
Evaluation -	12	4	2	
Suggestions -				
It took too much time for making & editing				2
Need better film supervision				1
Need more time for making film				4
Should be more student oriented				2
Need more adequate facilities				1
H. Sensitivity training session				
Evaluation -	2	7	9	
Suggestions -				
Explain sensitivity training ahead				1
Need better management				1
Keep it				1
Make it optional				2
Drop it				3
Need smaller groups				1
I. Faculty training sessions				
Evaluations -	5	11	2	
Suggestions -				
Shorter training program				2
Longer training program				2
J. Tightness of scheduling, amount of work and organization				
Evaluations -	0	9	9	
Suggestions				
Reduce evening commitment				1
Spread themes more evenly over period				2
Need better integration of assignments				1
Schedule is too heavy				1
More time for theme evaluation, speeches, discussions, film making				2
Avoid schedule changes				1
Shorten Institute				1
Lengthen Institute--2-3 days				4
K. Availability of Library				
Evaluation -	2	14	2	
Suggestions -				
Make facilities more available				3
(Open until 11:00 P.M.)				2
Library tours needed				1

	Positive	No Comment or Neutral	Negative	Making the Suggestions
L. Availability and adequacy of the filming equipment				
Evaluation -	0	14	4	
Suggestions -				
Need more filming equipment				2
Need better microphones				1
Need overhead projectors				1
Evaluation of the Institute as while	17	1	0	

STUDENT COMMENTS ABOUT THE 1969 FRESHMAN INSTITUTE

The following comments are verbatim responses by a random (not selective) sample of freshmen to each of three main open-ended questions asked of them on the Institute Evaluation form, the questions are given below, preceding the student comments.

Response to Question II

II. The Freshman Institute has been described as follows:

The Freshman Institute has two main objectives. First, it will challenge the student to be articulate and creative in expressing his thoughts and will provide him with individualized help in working toward that goal. Second, it will offer an exciting academic orientation to college and especially to the new Hiram curriculum. Because of the brief and intensive nature of the Institute, its main value will lie in motivating the freshman and setting the tone for what follows.

On the basis of your experience, we would like to know the extent to which the above aims were achieved for you.

It was challenging enough when it came to the writing, however, maybe too much concern was placed on the papers rather than in helping to get the students feet under them.

I feel that the new curriculum will be more beneficial than the traditional because now individuals will be able to concentrate on their fields than if they had to take the required courses.

The past ten days have been busy ones. I was fortunate to have a teacher who could help me out in my writing.

We were challenged greatly in being creative. However, while the individual help was good, there was not enough time for it to be really helpful. When we met with our colloquia teachers, I was disappointed in the help our group received in planning our schedule. The advisor knew just about as much concerning the courses offered.

I guess it is normal for freshmen to become so depressed at the beginning of the college year. But it seemed to me that some of the kids I talked to, me included, were unusually depressed because of the tight schedule of papers, etc. If college is going to be as hard as this institute was then there will some of us who will be going home!

In some ways (getting to know the kids, etc) the Institute made me excited. I look forward to such activities as choir, tutoring, games and dorm parties at 12:00 at night.

Question II (continued)

I was definitely motivated to take an active part in college life and I became excited about actually starting classes. I feel it helped me adjust and become part of the school. It was a very beneficial experience.

All above aims were achieved for me (and by me) satisfactorily. I feel ready for my 4 years at Hiram, where as before I was scared and a little confused. Thank you.

The Freshman Institute was a new experience for me. My faculty adviser was very helpful in guiding my writing.
The Institute was a good way to get to know the other freshman before the upperclassmen came. It was much more worthwhile than a "rush week" or weekend conference.

None, it would of been a total lose and bore if not for Keith and certain students.

The first objective was fulfilled in part but still failed to accomplish its goal. There were too many papers in such a short time that one could not concentrate adequately on the papers in order to prepare a better paper. Therefore, one was only given a slight chance of really perfecting his work.

It did both.

It was very well achieved. It was a very good introduction to Hiram.

I learned the importance of transition in creative writing. Because of the lack of concrete assignments, there was no personal growth in my expression of "ideas." It did effectively orient me to the college.

I thought that the orientation was exciting and very thought provoking. I thought it was a good preparatory week for the future.

I think that my writing has improved somewhat. I feel that I have learned quite a bit during these 2 weeks. I think these two weeks set the tone for the year and it awakened your mind from the summer.

Motivating one.

The above aims were well reached. I was motivated more than in any other learning institution. To me, it accomplished its main objectives.

Question II (continued)

The institute has helped me to realize where my expression and writing needs improvement and how I may more effectively express myself in the future. It also introduced me to Hiram College life in a way that allowed me to understand the how, what, where and why of the college before the academic year was begun.

I think it was a very good program and achieved most of its goals but not all.

The institute helped me in the first point but as far as introducing me to the new curriculum, I will have to see what it is like before I decide whether or not it has really achieved this for me.

I was very much impressed by the entire course. I find that I have been sobered and will have no trouble in settling down for the work ahead. I am enthusiastic and hope to learn much.
I have improved my writing with the aid of my instructor.

I think that the institute accomplished most of its aims.

I was definitely challenged to be articulate and creative and received a good amount of help. I can't really say how well oriented I was though. I did get to know not only many of the students but some of the professors, deans and the president. This I feel is important and one of the institutes best qualities, its not impersonal as are many schools.

The Institute, in general, helped me in all the areas specified.

I loved the institute. I'm sure that I'll feel very comfortable at Hiram when classes begin. The institute took care of the uneasiness of being a freshman. I know what to expect from Hiram and what is expected of me. The institute work was challenging, exciting, and worthwhile. For me, the aims of the institute were achieved.

The institute was a bit too long. It got me used to knowing what was expected of me. It helped greatly in getting to meet classmates.

It was an excellent introduction to college. I felt that for some freshmen it was more of a frustrating experience than a motivating experience, but I feel that it motivated me. My only criticism is that there was too much to do and too little time to do it in.

I learned I need to work on creativity, but I was well oriented to this college.

Responses to Question V

V. How much did you learn in the Institute and in what areas?

Mostly I learned to produce papers on a tight schedule.

I learned to get along with other people, meet new people and undergo a new experience.

Learned to think about communicating. Learned to communicate through writing.

I learned a great deal in human relations, and a bit of writing style.

I gained more experience in writing. I learned, just a bit better, how to communicate in a group of kids my own age. In this respect the Institute was a great success.

Learned about making films, making friends, adjusting to college.

Very much: writing, listening, observing. Little: speeches, film-making, mini-lab.

I learned to be a little more out-going and more self-sufficient. I am learning to express myself orally much more than I had before.

I learned about people and also what was expected of me here at Hiram.

Films, a great deal. People, some.

I think that the Institute was more of a practice ground for college rather than a learning experience. Any knowledge gained would have been in the area of film-making and different camera techniques.

I didn't learn very much, but I got into the whole college thing which is important, and I met my fellow freshmen.

I learned a great deal. It was a great refresher course in writing and even thinking.

My friends-the educators: This cannot be measured.

I learned how to express my own feelings.

I learned about writing techniques and also filming techniques. I learned of the Negro demands and I learned that I'll have to really work hard to keep up with the work.

Question V (continued)

I learned much in the field of creative writing.

Not too much.

I learned a good deal about writing.

I learned specifically about where my writing needs improvement.

Style of writing, only small aspect. Gave me a chance to meet more people and find something in common with some before the upperclass arrived.

I believe that I have learned some of my weaknesses and how to correct them.

A little in each area.

I learned a little about budgeting time.

What I learned wasn't really facts or anything. It was experience in every area of the Institute.

I benefited most from the movie. I feel adjustment was easier to college life becuase it was just freshmen, and we received a lot of attention. I learned a few things about myself and also the Amish. I'm just mainly discouraged with my writing.

I learned how to express myself while under pressure for time, how to listen to what someone else is saying, and how to use what I've got wisely.

I'm not sure how much I learned, but I know that the Institute got me used to the Hiram way of life.

Very good beginning; helped me in writing, speech, and getting situated.

I learned how to become a better writer and how to communicate better.

Don't know as yet exactly what I learned, or in what areas, but I know I learned something.

Learned how the college operates.

Response to Question VI

VI. In summary, do you think we should continue the Institute as the way to start students' education at Hiram College?

I feel very strongly that you should continue it and learn from each class how to make it more interesting and useful.

Yes.

Yes, but there should be more time allowed for it.

Very much so, but cut out the mini lab.

I think you have less thing in the same amount of time but you should have the institute as a way of starting the student's education.

Yes, it is very helpful.

I think you should because the work is hard and the topics are varied. This gives the student more opportunity to learn more.

Not unless social activities are more involved and more time devoted to good writing on maybe one paper or topic a week.

A shorter version. We find what we seek.

I feel that the idea behind the Institute is excellent but the organization has much to be desired. A better schedule of events allowing the student to grasp the whole meaning of the situation would be appropriate.

Yes, definitely, but perhaps with a bit less writing.

Yes! Absolutely!

Of course!

Very much so. Maybe a few alterations, but a very valuable program.

I feel that the time to get your feet on the ground is important as well as the writing, but I also feel that if there are to be lectures, they should be far ahead enough in advance to aid the Frosh in their writing and what's expected.

Question VI (continued)

Yes, because it gives a new student a chance to express himself in writing but also physically through the mini-lab.

Definitely yes!

Yes, it is a very good introduction, and gets the students acquainted right away.

Yes, but I think it should be shorter. It seems to drag out. However, I think everything was rushed too much.

If the institute is to be continued-and it should be-there should not be so much to do. A week and a half is just about the right length.

YES!

Definitely it should be continued--it is a very valuable part of one's freshmen year.

Yes. It is a good idea. The freshman can learn their way around campus and get acquainted better before the upperclassmen come.

Yes, but either allow more time or plan less activities. Leave the library open for evening use.

Definitely, any other way would be ridiculous and not as meaningful. The old way was absurd! Colleges must change with the times.

Yes, I think that overall it is an effective experience.

Yes, it gives freshmen the time to get adjusted before they have to worry about classes. I think it should definitely be continued.

I think they should have the Institute but it should be when the other upperclass students are here.

Yes, I think the Institute should be continued but revised considerably.

Yes--Please leave out several of the Lectures to allow more time for work to be completed.

Absolutely, but extend the time a bit, or schedule the activities in a different way. Very difficult to write essays and attend all functions of the Institute.

An article from Student Newspaper about the 1969 Freshman Institute

It Wasn't So Bad

Bill Parker

Bill Parker is a member of the class of '73 who is glad the first "hike" is over and is eagerly awaiting the end of the next.-Ed.

It's like a 20-mile hike on a sweltering August day. The sun presses down upon your throbbing head. Your feet are two sandbags, two hot, sore sandbags. You kick up dust that catches in your throat and becomes mud when you drink from your canteen in a fruitless effort to ease the unbearable discomfort.

The trek over, you take a cool shower, sit in the evening air and wake up the next morning saying, "It wasn't so bad." You don't want to do it over again, but the mind and body have no memory of fatigue and your attitude toward the past day's exertion is softened.

So it was with the Freshman Institue, a two-week journey through thickets of papers, a jungle of filming and a desert of commercial films endured by 350 freshmen totally out of shape for such an exercise after enjoying a summer of leisure.

And the dorm halls were filled with a blue cloud as freshmen voiced their disapproval after the first few days of the hike. Turning out papers like GM turns out Impalas, the newcomers found their main complaint in overwork and undersleep. Especially after ho-humming through their senior year, turning out papers like Ford turns out Edsels.

Then there were the all-day filming efforts. For a week, psuedo-Premingers scurried around the campus with a list of shots in one hand and a super-eight movie camera in the other, the latter an entirely foreign mechanism to all concerned. And, after the filming, the 26 groups sat down for two one-hour sessions that were studies in frenzy. "The filming was of value," said Institute Director Dr. John Shaw, "because it helped unify the freshman class. It was a good experience for them to go through as a group." A distraught student might ask if the Battle of Britain was a good experience for the English to go through as a group.

But then, when the ordeal was over and the time for judgement had come, the freshmen thought it wasn't so bad after all.

Student article about the Institute (Cont.)

At the end of the second week of the Institute, students were asked to evaluate their experience. According to Shaw, "The consensus seems to be that the program met its goals, namely to increase a person's awareness and means of communicating that awareness, and to orient one to the college both physically and in the sense of finding out what college is about."

Aside from the work load, perhaps the most prevalent complaint among freshmen was that the "individualized help" in writing from the faculty was sometimes non-existent. Shaw says that the staff never thought of the Institute as Hiram's answer to "Fourteen Days to Poetic Writing." "We never intended that anyone would learn how to write," he said, adding that "the value of the work in communication was dependent upon the teachers," many of whom were not English professors. Shaw beleives, however, that the use of professors from other departments will lead to "a tremendous advance in curing the whole problem of college writing. All professors will be more aware of writing."

Shaw notes that upperclassmen found the freshmen class more independent than its predecessors, an indication of the effectiveness of the Institute.

There will be changes in the program, however. Fewer papers will be assigned next year, but more emphasis will be placed on the library paper, said Shaw. He hopes for "a more organized situation" during student filming. Different books and movies will be used. Films with the devastating impact of **War Game** will not be shown on the freshmen's first day at school.

Keith Leonard's Institute group satirized the program in their film, Leonard says that the students "were not necessarily disillusioned" by the Institute, but felt that some satire was appropriate. Leonard thinks that some changes could be made in the Insitute, a lighter work load being chief among them. "We tried to do too many things too fast," he said. "But, the thing has to be worth satirizing before we would satirize it. If I didn't think a person was worth kidding, I wouldn't kid him."

Freshmen keel that alittle kidding is in order, for the course is worth it. The long hike is over, and their concern is now with their first-quarter classes. And, knowing Hiram, they have had their cool shower. It wasn't so bad.

RANDOM INSTITUTE COMMENTS, FALL 1970

I feel most of the learning done during the institute was more on the human level. I learned more about the other Freshmen.

I was a great experience. Very good introduction to life at Hiram. I especially enjoyed making the movie. Professor was excellent, very understanding and personal in his manner. The most lasting impression was kids in group. Everyone was very close, it seemed we were old friends. It was very hard to leave workshop this morning.

Suggestion — Better morning lectures.

Mr. ______ was very friendly and helpful to me in the institute. I liked some of the movies (The Pawnbroker, The Caretaker), but I didn't care for some of the lectures. Most of the lectures that I didn't like had speakers that were nearly impossible to hear.

It seemed as though we were being fed peace, peace, peace the whole Institute. It upset me very much to think it could be that biased: that we were being brainwashed into believing peace was our ultimate goal. The films about Nazism strengthened the feeling that we were being shown the results of war.

If it weren't for my Institute teacher, who suggested that Nazism was a way of telling us we shouldn't be gullible, I would have thought that it was our gullibility that you were taking advantage of. I understand your purpose now, but perhaps others don't.

The selections of films were a bit disappointing. (Excepting, Putney Swope & the Pawnbroker) I think the others could be replaced with more stimulating films.

The morning speakers should have been reviewed more carefully before being submitted to the freshman. Most of them seemed very unorganized. (Excepting the man from Williams).

Making films was a very profitable experience for some of the students in the group. For others, who did not work with the directing or editing, it was not profitable. Everyone could not participate all of the time because when too many people tried to work, things became unorganized. I suggest an alternative project of equal interest, and have various students of the group work at different times on both projects.

The Institute should be longer. There was just not enough time to make the films really good. I really enjoyed making the film but everything was so hurried. I think it would be better to have Eng. Profs. "grade" the themes. I don't feel that science Profs. could help you improve your writing. It's not they aren't qualifyed but I think Eng. Profs. are better qualifyed to help. Also the time should be better planned. We shot our movie the 2nd day so we had little planned time there after.

The only major problem with the Institute deals with varsity sports. The schedule should have been made so freshmen on varsity teams could go to practice without having their Institute work interfered with. Other than that problem I believe the Institute is a good valid experience for all freshmen!

The scheduling was skewed. The first two themes came too close together. We had too much time for the last one. The film planning was too tight. We could eliminate a theme and give more time for filming, or eliminate the filming. The institute groups could have more interaction allowing for more friendships to develop between a larger range of students.

My only real complaint is a perenial complaint, and is always ignored -- stop bunching people in alphabetical order.

I don't think that the Institute provided for the students to meet more of the faculty, otherwise I feel it was worthwhile.

I feel that the Institute was a very good opportunity to meet other freshman students and to learn about certain topics of interest, filming, readings. The library work was valuable to me, as it showed me how and what to use, in the way of books, to answer the questions.

I didn't learn a great deal and felt the others didn't either. Because of that I am somewhat dissatisfied with the course and myself and feel that it didn't serve the desired purpose.

Don't try to cram so much in at the beginning because moving to college is quite an adjustment — I hardly had time to unpack the first day. There was too much to do the first few days and no time to meet new friends which is so important.

I got more out of the Freshman Institute than I had expected. It allowed me to get acquainted with many freshman students, learn in the classroom, and keep from getting bored while still having time to enjoy myself.

I feel the institute made it impossible for interaction between many freshman because of the groups etc. This was one aspect I was dissatisfied with. I did enjoy many of our projects & the institute helped introduce students to the New Curriculum.

I felt that not enough emphasis was placed in the social areas. Meeting new people was a chore left up to the individual. Much of the entertainment planned for us fell through or was a flop. Activities that appeal to eighteen year olds should be planned and carried out. Everyone became quite bored.

Discussions were dead. I learned absolutely nothing. The Institute was almost a complete waste of time. One advantage — I learned the buildings and got to know people in my dorm. But the amount of time was too great.

Film-making is of questionable value and should be de-emphasized if not eliminated. Greater opportunity should be offered for meeting a large sampling of the faculty rather than just the Institute advisor. A broader range of opinion should be offered in the lectures in order to encourage questioning of ones own opinions rather than presenting views that serve only to reinforce those previously held by the majority of the students. A less partisan attitude could be taken in the material and the manner in which it is presented. Currently opinion and conjecture is presented as established truth, for example the evils of the war or Spiro Agnew. As a whole the institute lacks intellectual seriousness in its failure to present and discuss all sides of all questions.

I enjoyed the personal touches that were added to the institute by my section leader. The movies and multi-media show were at times painful and difficult to watch, with the exception of Putney Swope, but were very stimulating.

The lectures, with the exception of Mr. Waite, weren't that interesting and were a bit hard to digest at 9:00 am. It was an endurance test to pay attention but it was a challenge.

In general the institute was very beneficial. It put me in the proper mood to work

I think that the amount of work that was done during the institute was very good. It was enough to keep you busy but not too much to scare you.

I was dissapointed in the movies that were shown, however. I suppose that what the movies said was important but I only wish that you could have shown movies that said the same thing only in a more interesting fashion. I actually thought that on a whole the movies were boring.

I thought that the lectures were interesting and I liked my professor very much.

Next year instead of having three papers, have one, but make it a good one.

I think the institute did help me become adjusted to college life and the college buildings etc. However, I don't think the institute needed to be as long as it was.

I have only one complaint and that is: At first we were not allowed ample time to rest. With floor meetings and early lectures, I found it hard to be alert. Also as someone who is very suseptible to mono, this didn't help me.

I had hoped to get to know a lot more people. Because we did so many activities with our group, we found ourselves together a lot of the time. Perhaps this happened only with my group but I felt myself attached to those members in my group.

I really felt that the Institute, especially the small workshop groups, provided an especially close look at Hiram College and the educational facilities here. I believe that within the last 10 days I became better acquainted with those in my group than I could ever hope to become, just within an orientation period.

The only suggestion I could make is that at points the program seemed extreemly one-sided on points of view. Perhaps a balance of opinion could be a goal for next year's Institute.

The movie is the best idea. It forces the students to really get to know the other students as friends outside of class. They are much more open when not in a classroom atmosphere.

We should write four to five papers and go over them more personnally.

The schedule should be loosened a little especially when the making of the film clashes with the writing of the three papers.

The institute was very sucessful. It accomplished several goals: one acquainted the students with each other; two it promoted communication; and three it was a learning experience.

I thought that the Institute as a whole was very good. I especially liked the plays in the book "Man..." and the discussions we had in our group.

The institute proved to be valuable to me. I learned how college life is and what is expected in working for a college degree.

I don't think the Institute was a complete waste, It had some good points; Library exercise was good, the themes were fair. But the films and lectures were not really usefull except for entertainment. The movie we had to make was not useful at all.

I think a better collection of films could have been shown. The Pawnbroker was the best film, though. The lectures were alright but Mr. Waite was absolutely fantastic. He was very good.

No comments.

I think we could have used the Man book more. Other than that it was fine.

Restrictions on subject of writings (such as "your first day at Hiram") is too much like high school. I didn't like too write only to fill space with the sacred 1,000 words.

I think the institute is much better than a short orientation program. It helps one get acquainted with the college, the students, and some professors. I feel that the morning lectures and evening films could have been more effective. The work shops and filmmaking were the most helpful in my opinion. The papers were also an unpleasant but necessary part of the institute.

I believe that the library work and the themes would have helped us more if they were combined. What I mean is to make a couple of research papers.

Institute Good — gives freshmen opportunity to become acquainted with each other, with library, and campus. Much better than having to wear beanies and all that GARBAGE.

Would be wiser not to have us eat in Dix — we become spoiled and quite uncomfortable when we had to change.

The institute on the whole is a good idea. However, its success depends largely upon the individual teacher. Although my teacher was a very nice man, he is not really equipped to handle something of this nature. He spent half the time lecturing about the history of Hiram village, while we were supposed to be developing our own methods of communication.

I feel the institute was not successful. I was disappointed as to the level of activity. The institute seemed to me a childish experience. I did not get much, if anything, out of it and was quite disappointed in the lack of originality and meaningful work. I was disappointed with my professor's High School attitude and his very conservative middle of the road thoughts. I attended Hiram in the summer and found it highly stimulating.

The Institute allowed me to polish up on my writing and I learned much about the various styles of writing.

I think there should be more interaction between the pupils & more creative activities.

I do think that the Institute is too firm on the course of study. From the lectures offered, there are very many areas which one can delve into and have it still pertain to the lecture or course of study itself.

It is very hard to be sincere and put a good effort into busy body work. I feel that the library work and most of the papers I had to do was meaningless. I found it difficult to transcend the work to see the value of learning how to use the reference books and learning my writing placement with the rest of the freshman class.

I missed my free time during the 1st week and resented the work because of it. If the purpose of this institute was to unite the freshmen and familarise us with each other and the school I do not think taking our free time away can acomplish this goal.

I was unsure if we would ever use the material we were given at the lectures.

As an orientation program for Freshmen, this Institute is very good as it sets the students out to get some practice in College work which is quite different from high school work. Consequently, the freshmen have some practical experience on how to work on future assignments when the actual classes start. Through this Institute Freshmen can also get acquainted with each other because they work together most of the time and there are no upperclassmen around to confuse their differentiation between Freshmen and upperclassmen.

Our prof. worked well in his personal contact with his students. This relationship proved of value when any problems arose.

The institute was not as hard as I expected. I did think their could have been more social events to help introduce more people. The film was an excellant idea causing us to work as a group.

I think that all of the sections should direct themselves the way Mr. Hoopes' did. Very much was done in getting to know each other. Most of our time was spent in sensitivity sessions, which I feel are very important to every new student on campus.

I feel I really didn't learn anything from the Institute but enjoyed my group very much and enjoyed the movie. One improvement should be that the summer school students shouldn't have to go to the Institute.

The film making made the institute. The library work was helpful. The film Playboy of the Western World should not be shown again and the Pawnbroker should be shown next year. Some of the speakers were fair and others excellent but I suppose that that cannot be helped.

I think his friendly manner really helped. I don't think he could have done any better. Excepting very little, I was pleased to have it turn out so well.

It's awful having to write this -- It'd be better if we could talk to our prof & Mr. Shaw. Anyhow...

More writing & expressing opinions & ideas is necessary.

I appreciate the picnic and after film refreshments that gave an excellent chance to meet faculty and other students.

I felt that the course, as a whole, was and is a good idea. It enables the freshmen to really know what to expect for our four years here.

I did not like any of the movies except the "Pawnbroker". I did not feel they were relevent to communication, except perhaps, how not to make a film. The rest of the institute was great.

Get some good movies or have more social activities.

I think there could hve been a better selection of films & speakers.

I feel Mr. ________ was one of the best qualified Institute Professors on the staff. I learned a great from his comments both on paper and personally. His very rough grading gets you to thinking objectively.

Office of Records and Research

December 15, 1971

TO:

FROM: Charles R. Toomajian

RE: 1971-72 Freshman Institute Evaluation

As part of our ongoing institutional research program, an evaluation of the Freshman Institute has been completed. For the first two years of the Institute, questionnaires were administered to all participants at the end of the session. The information accummulated in this fashion indicated general success of the Institute but was necessarily superficial. This year a different method was employed to gather data from students.

A systematic sample was drawn which included one participant, chosen at random, from each of the 36 Institute sections. A series of three one hour sessions were set up near the end of the Fall quarter and each student attended one of the meetings. A semi-structured discussion was led by me; a wide variety of topics was covered and my analysis of the taped sessions indicates a continuing acceptance by students of the value of the Freshman Institute. Several recommendations were made for slight changes, but the students clearly indicated that the Institute was successful in helping them to improve their communication skills while introducing them to Hiram College.

The phase of the Institute considered most exciting by a majority of the interviewees was the making of a film by each section. The opportunity to express themselves via this medium was new for most of the students; they viewed the process as a quick immersion into a highly relevant art form.

In addition to being introduced to the rudimentary techniques of producing a film, students got to know each other very quickly in making the film. Nearly all of the students believed they got to know the other members of their group better and more quickly because of the film making. They also pointed out the value of group planning and problem solving. They learned to approach a problem, assign tasks to various members, and follow through as a group. Even those students who were not fully satisfied with the quality of their finished film stated that the process of making it was valuable.

Several of the participants pointed out that the making of a film helped them to grasp the idea that learning at Hiram is not limited to the traditional classroom lecture model. This action oriented teaching method with the bulk of responsibility resting with the students was believed to be a valuable introduction to the expectations associated with being a Hiram student. And the variety in the 36 films produced this year was given as proof of the flexibility and viability of this medium as a learning-teaching technique.

While the making of the films elicited the most favorable responses from the students, they pointed out many technical difficulties. The problems associated with trying to complete the film in a week; of great variety of film-making expertise among the several Institute sections; and the fact that the cameras were not all operable, necessitating a sharing among sections were all mentioned as reasons for making the film production optional.

The students felt the writing assignments were valuable in helping them to understand the College's expectations. They pointed out, however, that the number of writing assignments varied among sections and seemed somewhat unfair. Those students who had individual conferences about their papers as well as written comments seemed to have benefited much more than those receiving only written comments. Similarly, those students who were required to "rewrite" papers incorporating the instructor's comments into the new paper felt they learned more about college writing than those students who merely received feedback on their papers.

The commercial films received praise as did the group discussions following them. Several freshmen suggested, however, that the films be reshown on an optional attendance basis so that students, after discussing the films within their groups, would have the opportunity to see them again.

In terms of social activities, the students agreed that more "non-date" activities should be encouraged. They suggested having the gymnasium facilities open evenings for volleyball, badminton, basketball, etc. as well as the swimming pool. An optional trip to Cleveland was also suggested as a possibility.

In summary, the Freshman Institute was well received. The students felt the film-making was valuable but that the pressures it caused could be greatly diminished by making the requirement optional. They also encouraged increased feedback on their papers, preferably with individual conferences and required re-writing of themes. A repeat showing of the commercial films and increased social activities were also requested.

APPENDIX 5

DESCRIPTION OF THE FRESHMAN COLLOQUIUM PROGRAM

1969-70

FRESHMAN COLLOQUIA

The Freshman Colloquium places the Hiram freshman in sensitive and stimulating relationships with a small group of peers and with a scholar-teacher. Through these relationships the freshman is challenged to significant academic achievement, is exposed to important moral, aesthetic and humanistic values, and experiences perceptive academic counsel. The title, "Colloquium," was selected because the above broad purpose will be achieved within the medium of conversation and writing.

Through the Colloquium program a number of objectives are being sought. First, the 10-12 freshmen and their professor are exploring, examining, and reflecting upon materials and issues of significant intellectual importance to both the students and the professor. While a Colloquium centers on a particular theme or topic, it is not an introductory course to a particular academic discipline; rather it is an introduction to scholarship in the liberal arts tradition. Second, the students and their professor are continuing the emphasis upon effective written and oral communication begun in the Freshman Institute. Third, the professor is providing guidance and counsel concerning the dimensions of life at Hiram for his twelve students. The various possibilities open to students in the Hiram curriculum will be discussed and attention will be given to each student concerning the selection of his academic courses. Finally the professor is seeking to cultivate the student's humane, moral, and aesthetic sensitivities.

Since the Colloquia are intended to be vital and creative new approaches to freshman education, the topics and format are left to the individual professor. He is encouraged to allow for individual interests and skills within his group. The diversity of subject matter among Colloquia is indicated by the list of titles which follows this overview.

To achieve the purpose and objectives of the Colloquia, the professor and his students are encouraged to employ any relevant and effective teaching techniques. In addition to writing and discussion, reading, listening, reflection, observation, field trips and independent research are being employed in degrees best suited to the professor, his students, and their subject matter. Informality and flexibility characterize the method of the Colloquia.

Students select two Colloquia, one in their first term in college and another in either their second or third term. To facilitate these selections, each professor writes a one-page description of the subject matter and the approach to be employed in his Colloquium. Included with each description is autobiographical material describing the professor, his interests and concerns. Several examples of these descriptions are appended to this report. The professor of Colloquium I is the student's academic advisor until he makes his selection of a major area of academic concentration. To encourage the development of a personal relationship with several faculty members, the student must choose a different professor for the second Colloquium. We were able in almost all cases to give students one of their top choices. Every student received his first choice either in Colloquium I or in Colloquium II and about two-thirds received their first choice both times.

Each professor frequently provides constructive feedback to his students about their written and oral expression, quality and manner of thinking, and approach to academic and moral issues. This evaluation is personal and private, between the professor and his student. Students whose work is satisfactory are given the grade of "credit".

Students whose work is inadequate or incomplete are given "no credit". The professor of such students, in consultation with the student and occasionally with the help of the Colloquium Committee, prescribes measures to remedy the deficiency. Usually this will lead to a change in the recorded grade from "no credit" to "credit". In a selective college like Hiram most failures are the result of lack of interest and effort rather than lack of ability to do the work. The size and nature of the Colloquia has reduced the number of such failures and lead students to learn because they want to rather than because they have to for a grade.

Evaluations from the first quarter indicate that the great majority of students and faculty find the program stimulating and worthwhile.

The titles, professors' names and department of the teachers of the 1969-70 Freshman Colloquia are as follows:

WESTERN EUROPE AND THE ATLANTIC COMMUNITY, Mr. Adams, Spanish
MEDIA OF COMMUNICATION, Mr. Ball, English
EVOLUTION AND MODERN MAN, Mr. Barrow, Biology
MAN IN HIS NATURAL ENVIRONMENT, Mr. Berg, Biology
EDUCATION: CAN IT BE MADE DEMOCRATIC? Mr. Billings, Sociology
STYLES OF INTELLECTUAL DEVELOPMENT, Mr. Carrell, Education
THE IMPACT OF NAZI GERMANY ON TWENTIETH CENTURY THOUGHT AND EXPERIENCE, Mrs. Cebulla, German
MAGICAL MYSTERY TOUR, Mr. Chatfield, English
CRISIS IN AMERICA, Mr.Day. PoliticalScience
INVESTIGATION OF BIOCHEMICALLY ACTIVE SUBSTANCES, Mr. Denham, Chemistry
MAN IN THE ELECTRIC AGE, Mr. Fratus, English
THE DIMENSIONS OF HIGHER EDUCATION, Mr. Giocarinis, History
LANGUAGE, CULTURE, SELF, AND CREATIVITY, Mr. Gustason, Sociology

MONTAIGNE: A RELEVANT MORAL PHILOSOPHER, Mr. Ismail, French

EVOLUTION OF MATHEMATICAL CONCEPTS WITH SPECIAL EMPHASIS ON GAME THEORY, Mr. Johnson, Mathematics

THE DAEMONIC SIDE OF MAN, Mr. Knight, Psychology and Biology

PRIVACY: PERSONAL AND PUBLIC, Mr. Konick, Psychology

HISTORY AND FICTION, Mr. Layton, History

A CULTURE IS CHANGING, Mr. Leonard, Speech and Theatre Arts

THE MIDDLE EAST, 1917-1967, Mr. McKinley, English

REASSESSING AMERICAN HIGHER EDUCATION, Mr. Morgan, Psychology

MAN'S QUEST: VIOLENCE OR HUMANISM?, Miss Parker, English

COMPUTERS AND THE MIND, Mr. Scalzi, Chemistry

ART: IMAGE, MEDIUM, AND MEANING, Mr. Schroeder, Art

DISRUPTION IN PHYSICAL PHENOMENA, Mr. Shaffer, Physics

FIRST PERSON SINGULAR, Mr. Shaw, English

THE RACIAL DILEMA IN AMERICA: A LITERARY APPROACH, Mr. Stranahan, English

MODES OF AUTOBIOGRAPHICAL NONFICTION, Miss Vincent, English

CONCEPTS AND ISSUES IN HUMAN FREEDOM, Mr. Watson, Religion

SCIENTIFIC VALUES IN SCIENTIFIC PRACTICE, Mr. Wheeler, Physics

THE JEW IN AMERICA: A SELF PORTRAIT IN LITERATURE, Mrs. Benstock, French

VOICES FROM THE LEFT, Mr. Carrell, Education

MODERN MAN'S SEARCH FOR HIMSELF, Mr. Chatfield, English

ENVIRONMENTAL DESIGN, Mr. Cool,Biology

AMERICA IN THE THIRTIES, Mr. Fratus, English

SCIENCE AND SOCIETY: SOLUTIONS IN SEARCH OF PROBLEMS, Mr. Friedman, Physics

RELIGIOUS EXPERIENCE AND EXPRESSION, Mr. Hoffman, Philosophy

ON LOVE, Mr. Hoopes, Philosophy

WHAT IS A SENSEORAM? Mr. Joecks, Speech and Theatre Arts

FILM AND IDEAS, Mr. Langdon, Speech and Theatre Arts

THOMAS MANN: INSTINCT VS. INTELLECT, Mr. Olivieri, German

SOME EFFECTS OF PHOTOGRPAHY ON CREATIVE VISION, Mr. Packard, Art

AN APPROACH TO JAMES JOYCE'S ULYSSES, Mr. Stranahan, English

CURRENT ECONOMIC ISSUES, Mr. Whittaker, Economics

PERSPECTIVES ON COMMUNICATION, Mr. Ball, English

ARTIFICIAL INTELLIGENCE--THE COMPUTER AND THOUGHT, Mr. Comfort Mathematics

THE ORIGIN AND RESOLUTION OF CONFLICT, Mr. Gulyas, Sociology

AMERICA IN THE COLD WAR, Mr. Kanarek, History

LATIN AMERICA: REVOLUTION OR EVOLUTION? Mr. Melnykovich, Spanish

THE GENETIC REVOLUTION AND A POSSIBLE DILEMA, Mr. Miller, Biology

LITERATURE AS SOCIAL CONSCIENCE: CONTEMPORARY MEXICO, Miss Parker, English

THE CHAMBERLAIN'S MEN AND MUCH ADO ABOUT NOTHING AT THE GLOBE, Mr. Shaw, English

THE NONCONFORMIST AS TREATED IN LITERATURE, Miss Vincent, English

(Seven Colloquia which are being offered twice during the year are listed only once above.)

EVOLUTION AND MODERN MAN

The ways in which the principles of evolution interact with modern man and the organisms in his environment are to be explored. The first subject to be discussed will be: To what extent has modern man with his ability to modify his environment changed the rate of evolution?

A common background for the participants in this Colloquium will be established by reading, discussion of basic text and preparation of papers on the principles of evolution, historical human evolution and exploration of some of the ancient and primitive cultures and their fates during the first third of the term. A field trip to a museum will be included during this period.

During the rest of the term more individual approaches will involve selecting topics of special interest to the students to increase their depth of knowledge or expand their cultural horizons in some area of human culture that interests them. These topics may fall in any field of human endeavor that is attractive to the student. Field trip arrangements for this time will be made as this activity gives substance to a student's report.

The reports will be developed by individual students meeting with the instructor with the frequency determined by the need of the student for aid in developing the topics. The group will meet for exchange of ideas in discussions and in presenting the students' reports for critical review by their peers approximately two times weekly. A moderate charge will be required for the expenses of travel on the field trips.

Required texts:

E. Peter Volpe, Understanding Evolution,
G.H.R. von Koenigswald, The Evolution of Man,
L.A. White, The Evolution of Culture,
Zinsser, Rats, Lice and History,
Audrey, African Genesis.

James H. Barrow, Jr. Professor of Biology and Director of the Biological Station. Education: B.A., Emory, 1943; Ph.D., Yale, 1951. Scholarly Interests: synecology with special attention to parasitism.

THE DAEMONIC SIDE OF MAN

In contrast to what is good about the human species, that is, his capacity for love and compassion, the focus of this Colloquium will be upon that which is basically evil about him, that is, the aggressive, hostile aspect of his nature and his capacity for violence. Our studies in this area will be very broad and range from interpersonal to international hostilities.

There are two main benefits which we hope to derive from such a venture. The first is the opportunity, as a group, to devise and explore techniques for gaining and communicating knowledge. The second and more difficult is to increase our understanding of ourselves. Any enhancement of self-knowledge is at least another small step on the road to personal freedom. Self-knowledge has the effect of making one more humble also.

We will begin by examining the role of aggression in animal behavior and some of the "built-in" hormonal and neural mechanisms which mediate aggressive behavior in many vertebrates, including man. In considering the evolutionary significance of aggression we may wish to speculate as to its past adaptive value and the likelihood that modern man will become extinct if he does not escape this aspect of his nature. With this brief background on biological man we will turn to the task of attempting to identify some of the cultural and individual experiental factors which reduce, enhance, or alter aggressive behavior.

Early in the term we will decide as a group how we want to proceed. Possible approaches include the following:

1. Books, articles, plays and films which are relevant for our studies.

2. Trips and interviews in which we meet and talk with people in certain identifiable roles, e.g., policemen, militant social activists, non-violent social activists, and those who particularly enjoy engaging in or witnessing aggressive or violent games such as football, wrestling, or bullfighting.

3. Role playing within the group.

4. The design and execution of an original scientific investigation of some aspect of aggressive behavior.

W. Rea Knight. Professor of Psychology and Biology. Education: B.A., Baldwin-Wallace, 1954; M.S., Pennsylvania State, 1956; Ph.D., Pennsylvania State, 1961. Scholarly Interests: experimental and physiological factors in animal social behavior. Other Interests: outdoor activities in woods and water.

FC 101-29

CONCEPTS AND ISSUES IN HUMAN FREEDOM

In this Colloquium, we will carefully examine the various concepts and issues in human freedom. By focusing attention in our reading, writing and discussion upon the single issue of racism in America, various central aspects and dimensions in human freedom and responsibility will be identified and examined.

Three major historical controversies over human freedom (one each from the Medieval, Reformation and Modern periods) will be examined for the insights they shed upon the issues and dimensions we will have uncovered.

Each participant in the Colloquium will write critical reviews of the various readings, participate in the leadership of the discussions, and write a final "position paper" in which he will present his personal concept of human freedom, specify the various issues and dimensions in that concept, and identify, in so far as possible, its historical heritage.

Field trips to the Cooperative Urban Studies Center in Cleveland and outside resource people will also be utilized in our studies. The cost for the field trips will be minimal.

The readings for the Colloquium will include:

Augustine, The Enchiridion on Faith, Hope, and Love,
Pelagius, Selected mimeographed materials,
Ernst F. Winter, Erasmus-Luther: Discourse on Free Will,
H. Richard Niebuhr, The Responsible Self,
Joseph F. Fletcher, Situation Ethics,
Martin Luther King, Jr., Why We Can't Wait,
William H. Grier and Price M. Cobbs, Black Rage.

Robert L. Watson. Assistant Professor of Religion. Education: B.A., Ohio Wesleyan, 1956; B.D., Yale Divinity, 1960; Ph.D., Vanderbilt, 1969. Scholarly Interests: church history and historical theology, the sixteenth-century reformations, contemporary theological and social issues. Other Interests: family, music, theatre, camping, and athletics.

[illegible]
Second Quarter
3-5 M.W.

VOICES FROM THE LEFT

This Colloquium will examine contemporary leftist protests of the black movement and the student movement. A very brief historical introduction will survey the American Revolution as a social phenomenon, the Labor Movement of the 1830's, populism and progressivism.

The major objectives of the course will be to seek understandings of the changing philosophical positions, strategies, and tactics of the leftist black movement and revolutionary student movements. The study of black movements will include the Civil Rights Movement, SNCC, black power, and black militancy. The study of the student movements will include student participation in Civil Rights, free speech movement, student power, SDS, and the student involvement in the anti-war movement.

The reading requirements for the course will be extensive. Several papers will also be required.

Bibliography includes:

Carmichael and Hamilton, Black Power,
Cox Comm., Crisis at Columbia,
Galbraith, The New Industrial State,
Hofstadter, Age of Reform,
Horowitz, Power, Politics, and People,
Kunen, The Strawberry Statement,
Lincoln, Black Muslims in America,
Marcuse, Essay on Liberation,
Zinn, SNCC.

Professor William D. Carrell
Assisted by Mr. Louis Krupnick, '70

William D. Carrell. Assistant Professor of Education. Education: B.S., Texas Technological, 1960; M.A., George Peabody, 1968. Scholarly Interests: history, philosophy, and sociology of American education; social and political thought of the American Revolution; sensitivity training. Other Interests: sailing, athletics, and political campaigns.

FC 102-15
Second Quarter
1-3 M.,Th.

SOME EFFECTS OF PHOTOGRAPHY ON CREATIVE VISION

Through critical observation of photographs and films, readings and discussions, a brief introduction to the history of photography, and personal involvement with the medium, we shall attempt to discover some ways in which artistic vision has been altered and extended in the Nineteenth and Twentieth Centuries.

The student will be expected to do research on a number of topics and to draw conclusions of his own. Essays will be required on ideas which emerge in the discussion sessions and from reading assignments. These might include such topics as:

the photograph as a historical document,
expressivism versus documentation,
the photograph as illustration,
photomontage (stills and film),
motion in still photography and its effects on painting,
time-space concepts (stills, film, painting),
the decline and revival of photographic realism (painting),
the isolation of the moment,
effects of the camera on the impressionists and post-impressionists,
the illusion of perspective,
photography and mass reproduction,
movie stars and mass production,
film sequence,
sound and the visual image,
television and film, film and painting, painting and TV.

A field trip to George Eastman House of Photography in Rochester, New York is anticipated.

A partial list of references includes:

Edward Steichen, *The Family of Man*,
Nathan Lyons, (ed.), *Photographers on Photography*,
Eastman House, *Vision and Expression*,
Marshall McLuhan, *Understanding Media*,
Lucy R. Lippard, *Pop Art*,
James Hall and Barry Ulanov, *Modern Culture and the Arts*,
Kevin Brownlow, *The Parade's Gone By*,
Richard D. MacCann, *Film: A Montage of Theories.*

Fred M. Packard. Assistant Professor of Art. *Education*: B.A., Louisiana State, 1958; M.A., Kent State, 1961.

FC 102-[illegible]
Third Quarter
3-4 M-F

THE CHAMBERLAIN'S MEN AND *MUCH ADO ABOUT NOTHING* AT THE GLOBE

The plan is to investigate in some detail documents and books relating to the organization and operation of the Shakespearean company of players (The Chamberlain's Men); then to study *Much Ado About Nothing* (1598) and its criticism, and finally to produce this comedy unpretentiously in an intelligently cut version of about one hour and a half in length, using simple staging and contemporary costuming. Thus, the twelve members of the Colloquium will become the Shakespearean company they have studied, learning something about the Elizabethan Age as well as about the stage. Acting experience is not at all a pre-requisite, but an interest in Shakespeare, or the stage, is. We aim to please ourselves, and if we do, we may please others, too.

John B. Shaw. Professor of English. Education: B.A., Oberlin, 1947; Ph.D., Johns Hopkins, 1952. Scholarly Interests: Shakespeare, writing , and poetry.

1970-71

FRESHMAN COLLOQUIA

The Freshman Colloquium places the Hiram freshman in close relationships with a small group of peers and with a scholar-teacher. Through this means, the Hiram faculty hopes to challenge the freshman to significant academic achievement, to expose him to important moral, aesthetic and humanistic values, and to provide him with perceptive academic counsel. The title, "Colloquium," was selected because these educational aims will be realized through practice in oral communication as well as writing.

We seek several specific objectives in this program. First of all, an average of twelve freshmen and their professor are exploring, examining, and reflecting upon materials and issues of significant importance both for the students and the professor. While a Colloquium centers on a particular theme or topic, it is not--in contrast to most freshman courses--a beginning course in a particular academic discipline; rather, we hope that each Colloquium will provide an introduction to scholarship in the liberal arts tradition. Secondly, the students and their professor are expected to continue to concentrate on effective written and oral communication, concerns which were emphasized in the Freshman Institute. Thirdly, the professor will serve as the student's academic advisor and, in an informal way, as a general counselor about life at Hiram. He will see that the student is well informed about the College's curriculum as he assists him in the selection of his courses. Finally, the professor is seeking to refine the student's human, moral, and aesthetic perceptions.

In order to foster new approaches to the problems of freshman education, the Colloquia are structured with a mimimum of uniformity; selection of topics and format are left largely to the individual professor. He is encouraged to allow for individual interests and skills within his group. Some idea of the diversity of topics offered may be seen in the list of Colloquium titles given below. The character of each group's experience varies, necessarily, according to the professor, the subject matter, and the individual students involved. All groups employ reading, writing, and discussion; most have made use of field trips, and informal meetings in the professor's home; and some have made experiments with various kinds of group dynamics. We believe that the Colloquium Program has preserved an emphasis on traditional academic values, but that it has also provided an atmosphere in which students can express themselves freely in a non-graded situation.

Students select two Colloquia, one in their first term in college and another in either their second or third term. To facilitate these selections, each professor writes a one-page description of the subject matter and the approach to be employed in his Colloquium. Included with each description is autobiographical material describing the professor, his interests, and concerns. Several examples of these descriptions are appended to this report. The Colloquium 1 professor remains the student's academic advisor until he selects his area of academic concentration. To encourage the development of personal relationships with faculty members, each student must choose a different professor for the second Colloquium. Every effort is made to match the student with a Colloquium that suits his interests and abilities. In the history of the Program, about two-thirds of the students have been assigned their first choice for both Colloquia; those that received a lower choice in Colloquia 1 were given preferred status in the second selection process.

Each professor frequently provides constructive comments to his students about their written and oral expression, quality and matter of thinking, and approach to academic and moral issues. This evaluation is personal and private, between the professor and his students. If an individual's work is satisfactory, he is given the grade of "Credit." The interim grade of "Incomplete" is assigned to students who need to finish a small part of work for the Colloquium is also occasionally assigned to students who must take an English composit ourse to improve their writing. Students whose work is inadequate or unsatis ory receive the grade of "No Credit."

According to evaluations received during its first five terms o eration, the great majority of students and faculty find the Colloquium Progr timulating and worthwhile.

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Listed below are the titles, and the professors' names and depa its for the 1970-71 Freshman Colloquia. A few of the Colloquia were offered mor in one time.

THE KING OF DREAMERS AND THE DREAMER KING: Mr. Adams, Spanish.

FACT AND FICTION: THE 1914-1918 WAR IN LITERATURE AND THE PRESS: Mr. rson, English.

EVOLUTION AND MODERN MAN: Mr. Barrow, Biology.

SCIENCE AND HUMAN INVOLVEMENT: Mr. Becker, Physics.

MAN IN HIS NATURAL ENVIRONMENT: Mr. Berg, Biology.

VOICES ON THE LEFT: Mr. Carrell, Education.

NAZISM: PERSPECTIVES AND IMPLICATIONS: Mrs. Cebulla, German.

BIRD, SERPENT, SUN AND SEA: LIFE AS AN UNREASONABLE ACTIVITY: Mr. Cha ld, English.

ENVIRONMENTAL DESIGN: Mr. Cool, Biology.

INVESTIGATION OF BIOCHEMICALLY ACTIVE SUBSTANCES: Mr. Denham, Chemist

SCIENCE AND SOCIETY: SOLUTIONS IN SEARCH OF PROBLEMS: Mr. Friedman, P cs.

THE ABSURD IN THE THEATRE AND THE THEATRE OF THE ABSURD: Mr. Gauthier ench.

REVERENCE FOR LIFE: Mr. Gruenler, Religion.

LANGUAGE, CULTURE, SELF AND CREATIVITY: Mr. Gulyas, Sociology.

TOMORROW'S POST-MODERN SOCIETY AND ITS IMPLICATIONS FOR EDUCATION: Miss Herndon, Phys. Ed.

RELIGIOUS THOUGHT: AN EXISTENTIAL APPROACH: Mr. Hoffman, Philosophy.

SELF AND SOCIETY: Mr. Hoopes, Philosophy.

THE AMERICAN POLITICAL CULTURE: Mr. Kolson, Political Science.

PRIVACY: PERSONAL AND PUBLIC: Mr. Konick, Psychology.

HISTORY AND FICTION: Mr. Layton, History.

A CULTURE IS CHANGING: Mr. Leonard, Speech.

SOCIOLOGY OF SPORTS: Mr. Malmisur, Physical Education.

THE MIDDLE EAST, 1917-1967: Mr. McKinley, English.

LATIN AMERICA: LITERATURE OF ENGAGEMENT: Mr. Melnykovich, Spanish.

THE GENETIC REVOLUTION AND A POSSIBLE DILEMMA: Mr. Laughner, Biology.

POLITICS OF THE RIGHT IN AMERICA: Mr. Pierce, Political Science.

FREEDOM OF SPEECH: Mrs. Pierce, Speech.

THE COMPUTER AND CALCULATIONS IN SCIENCE: Mr. Rosser, Chemistry.

FIRST PERSON SINGULAR: Mr. Shaw, English.

MODERN MUSIC: NOISE POLLUTION OR ART?: Mr. Shelden, Music.

THE IMPACT OF MODERN MATHEMATICS: Mr. Smerek, Mathematics.

THE RACIAL DILEMMA IN AMERICA: Mr. Stranahan, English.

THE AMERICAN CHARACTER: Mr. Strassburger, History.

SATIRIC VIEWS OF SOCIETY: Miss Vincent, English.

MUSIC AND TWENTIETH CENTURY MAN: Mr. Burley, Music.

AMERICA IN THE THIRTIES: Mr. Fratus, English.

VIOLENCE: Mr. Freedman, Speech.

CRYSTALS: Mr. Friedman, Physics.

THE DAEMONIC SIDE OF MAN: Mr. Knight, Psychology.

THE GREEK IDEA OF NATURE: Mr. Koritansky, Political Science.

MAN AS A CLOWN: Mr. Niccolls, Religion.

SEXUAL POLITICS: Miss Parker, English.

CLASSICAL ARCHAEOLOGY: A SCIENTIFIC TREASURE-HUNT: Mrs. Parks, Latin.

WHY IS THERE A WORLD AT ALL?: Mr. Peters, Philosophy.

ALIENATION AND MODERN MAN: Miss Rickard, Sociology.

DO IT--THE PSYCHOLOGY OF THE NOW GENERATION: Mr. Rubin, Psychology.

THE APPEAL OF INDIA: Mr. Shaw, English.

GOTHIC NOVEL: THE ULTIMATE TRIP: Mrs. Stevens, Education.

RADIATION HAZARDS: Mr. Wheeler, Physics.

THE FAUSTIAN SYMBOL, PERMANENCE IN CHANGE: Mr. Bohi, German.

THE NEW SOUTH: Mr. Carrell, Education.

THE FLASH OF GENIUS: Mr. Dreisbach, Chemistry.

AMERICA LEARNS TO PLAY: Mr. Hollinger, Physical Education.

ON LOVE: Mr. Hoopes, Philosophy.

THE PLUMED SERPENT MEETS THE SPANISH LION: Mr. Melnykovich, Spanish.

STUDENT DEVELOPMENT DURING COLLEGE: Mr. Morgan, Psychology.

YOU DON'T HAVE TO BE JEWISH: Miss Turner, Education.

THE NONCONFORMIST AS TREATED IN LITERATURE: Miss Vincent, English.

MAN'S DILEMMA, MORAL MAN'S CHALLENGE: WHAT IS HUMAN LIFE?: Mr. Watson, Religion.

FC 101-3
Professor Barrow

EVOLUTION AND MODERN MAN

The ways in which the principles of evolution interact with modern man and the organisms in his environment are to be explored. The first subject to be discussed will be: To what extent has modern man with his ability to modify his environment changed the rate of evolution?

A common background for the participants in this Colloquium will be established by reading, discussion of basic text and preparation of papers on the principles of evolution, historical human evolution and exploration of some of the ancient and primitive cultures and their fates during the first third of the term. A field trip to a museum will be included during this period.

During the rest of the term more individual approaches will involve selecting topics of special interest to the students to increase their depth of knowledge or expand their cultural horizons in some area of human culture that interests them. These topics may fall in any field of human endeavor that is attractive to the student. Field trip arrangements for this time will be made as this activity gives substance to a student's report.

The reports will be developed by individual students meeting with the instructor with frequency determined by the need of the student for aid in developing the topics. The group will meet for exchange of ideas in discussions and in presenting the students' reports for critical review by their peers approximately two times weekly. A moderate charge will be required for the expense of travel on field trips.

Required texts:

E. Peter Volpe. *Understanding Evolution*.
G.H.R. von Koenigswald, *The Evolution of Man*.
L.A. White, *The Evolution of Culture*.
Hans Zinsser, *Rats, Lice and History*.
Robert Audrey. *African Genesis*.

Time of meeting: Period 6.

James H. Barrow, Jr. Professor of Biology and Director of the Biological Station. *Education*: B.A., Emory, 1943; Ph.D., Yale, 1951. *Scholarly Interests*: synecology with special attention to parasitism.

FC 101-33
Professor Strassburger

THE AMERICAN CHARACTER

Since we are, at least partly, what we think we are, this Colloquium will be an attempt to define what it is to be an American. Admittedly, it is hard to think of a typical American--he would be a man in a cowboy hat and tails living in a log cabin on Wall Street--yet we share a history that belongs to all Americans and to us alone. A wide array of writers have interpreted this common heritage, each in his own way, to generalize about the nature of the American character. These generalizations will form the basis for reflection in this Colloquium; participants will compare and criticize the various views of America and also the various means employed to substantiate those views. This critical examination of select works will be carried on in discussions and in several brief essays, and in the process students will be urged to apply their developing critical method to their own intellectual and social experience. As a result it is hoped that the members of the Colloquium might move toward developing their own theories on the nature of the American character. In order to bring these theories into focus we will consider the question of race; what our continuing racial crisis has contributed to the American character; and whether it is possible, after all is said and done, to speak of a single national character that is valid for all races in this country.

Texts:

Bernard Bailyn, Education in the Forming of American Society.
R. A. Billington, ed., "The Frontier Thesis: Valid Interpretation of American History?"
David Potter, People of Plenty.
David Riesman et al., The Lonely Crowd.
Alexis de Tocqueville, Democracy in America, Richard D. Heffner ed,.
Recommended: Gunnar Myrdal, American Dilemma.

Time of meeting: Period 6.

John Strassburger. Assistant Professor of History. Education: B.A., Bates, 1964; B.A., Cambridge (England), 1966; Ph.D. candidate, Princeton. Scholarly Interests: society and politics in colonial America.

FC 102-2
Second Quarter
Professor Anderson

FACT AND FICTION: THE 1914-1918 WAR IN LITERATURE AND THE PRESS

One of the hardest tasks of the educated person is to distinguish that which is true from that which is not. The task is made harder by the fact that the line which divides truth and non-truth is never as strongly delineated for the educated man as for the uneducated. In recent years there has been a great deal of criticism of the humanities for not dealing with facts, or worse, for distorting facts for their own ends. This Colloquium will examine printed materials that stem from the First World War to compare the ways in which a number of observers report similar events. Students will refine their sensibilities to the old adage that "truth is in the eye of the beholder" with regard to recollections of monumental events.

Colloquium members will read a number of novels together, but will be given great latitude in choosing other primary readings from contemporary files of the New York Times, Nation, New Republic, Cleveland Plain Dealer, and other available periodicals. Meetings will be devoted to discussion and comparison of findings; each student will write a summary and impressions of his independent readings, and a comparison of one of the novels with his findings. There will be a trip to the Cleveland Public Library to take advantage of its large holdings of World War materials.

Texts:

Cocteau, Imposter.
Hasek, Good Soldier Schweik.
cummings, Enormous Room.
Remarque, All Quiet on the Western Front.
Dos Passos, Three Soldiers.
Selected poetry of Rupert Brooke, Wilfred Owen, Apollinaire.
Renoir, Grand Illusion. (filmscript)
Kubrik, Paths of Glory. (film--if available)

Time of meeting: Period 6.

David R. Anderson. Assistant Professor of English. Education: B.A., Hiram College, 1964; M.A., Berkeley, 1966; Ph.D. candidate, Case Western Reserve. Scholarly Interests: Renaissance English literature, American literature. Other Interests: Contemporary Germany, Renaissance music.

FC 102-16
Second Quarter
Professor Peters

WHY IS THERE A WORLD AT ALL?

The aim of this Colloquium is to examine a question which has fascinated philosophers and theologians throughout history: where did it all come from? Some have argued that there might have been nothing whatever, that the existence of something is surprising and even shocking.

This Colloquium concentrates, in particular, on the meaning of an explanation. Can explanations drawn from our experience within the world be applied to the world itself? Are we driven to agnosticism as to ultimate origins? Or, on the other hand, could it be that there was no origin, that the world has always existed?

Not only is the topic one which leads immediately into a number of basic issues in philosophy and religion; it is also a topic which lends itself to discussion by everyone, even by those who have read little or nothing in those fields.

The meetings will be conducted as discussions, with Colloquium members being given major responsibility for handling the sessions. They will write two short position papers as well as a longer, final paper.

The chief reading will be The Mystery of Existence by Milton Munitz. This is a careful and rigorous treatment of the topic, and many regard Munitz's book as one of the finest works of its kind. There will be supplementary reading in such philosophers as Spinoza, Hume and Bergson.

Time of meeting: Period 6.

Eugene H. Peters. Professor of Philosophy. Education: B.A., Texas Christian University, 1950; B.D., University of Chicago, 1953; Ph.D., University of Chicago, 1960. Scholarly Interests: Process philosophy, philosophy of religion, logic, existentialism. Publications: The Creative Advance, 1966; Hartshorne and Neoclassical Metaphysics, 1970.

FC 102-33
Third Quarter
Professor Turner

YOU DON'T HAVE TO BE JEWISH

There have been many attempts at a thumb-nail definition of Judaism. There is that of Hillel, the first-century B.C. scholar and saint, in reply to a gentile's request to be taught Judaism while standing on one foot: 'What you do not like yourself, do not do to others.' There is the medieval Rabbi's (in the words of the Psalmist): 'Knowing God in all thy ways.' There is the prophet Jonah's: 'I am a Hebrew, and I reverence the God of Heaven who made the sea and the dry land.' A famous one is that of Micah: 'He hath told thee, O man, what is good; and what doth God require of thee but to do justice and to love mercy and to walk humbly with thy God.' What is common to all these summary statements is that they are couched in purely general terms. They are concerned with no one individual or group of individuals but with man.

This Colloquium will provide for a basic exploration of historical, cultural, religious and ethical aspects of Judaism. We will attempt to provide a broad perspective of the topic while at the same time allowing for in-depth study by individual students of specific topics of interest. The Colloquium is directed to individuals who have had little or no acquaintance with Judaism or Jewish people but who seek a better understanding and clarification of possible misconceptions and areas of question. It is hoped that the freshman student will come away from this Colloquium with an awareness of the role Judaism takes in modern society and the reciprocal relationship between it and all of mankind.

The members of the Colloquium will meet regularly for discussion sessions which will be based on text materials, supplementary readings, films, guest speakers, and participation in field trips and pertinent activities. Attendance at a Temple service and a Passover Seder is planned as well as one or two other field trips. There will be a moderate charge to help cover the cost of such special activities.

Assignments will involve wide and extensive reading from supplementary references in addition to the basic texts. Three short papers plus one in-depth library research study will be required.

Texts:

Dimont, Jews, God and History.
Davis, Understanding Judaism.
plus numerous other paperbacks and pamphlets.

Time of meeting: Period 6.

Pearl Turner. Assistant Professor of Education. Education: B.A., Case Western Reserve, 1951; M.Ed., Kent State, 1962; Ph.D., Kent State, 1968. Scholarly Interests: Teacher education, learning for disabled children. Other Interests: Jewish culture, Hebrew language, social evolution and reading.

FC 102-31
Third Quarter
Professor Melnykovich

THE PLUMED SERPENT MEETS THE SPANISH LION

When Cortez and Pizarro entered Mexico and Peru, respectively, they confronted two highly developed and intrinsically different civilizations. The confrontation which resulted did not create in South America and Mexico a new culture combining elements of the opposing civilizations, but rather an imposition of Western culture which tried to eradicate all elements of the existing civilizations. The colonies in the New World became extensions of Spain,ignoring the plight of the indigenous peoples.

The result is that even today parts of Latin America are divided culturally and socially. Economic, political and social superiority is still enjoyed by members of European stock and mestizos while the Indian lives in virtual obscurity.

The purpose of this Colloquium will be threefold:

1. To study the pre-Colombian cultures of Mexico and Peru, and Western Europe, Spain in particular, during the fifteenth and sixteenth centuries;
2. To study the conquest of Mexico and Peru;
3. To study the results, both immediate and far-reaching, of that conquest.

We will propose an attempt to answer several questions:

1. Was the pre-Colombian view of man, society and the universe different than that of his Spanish conqueror?
2. How could millions of Indians of Mexico and Peru have been defeated so easily by a relatively small number of Spanish conquistadors?
3. Can Latin America's present problems be explained through an examination of this period?

A partial lisc of books to be used in this Colloquium includes: The Aztec: Man and Tribe; Realm of the Inc[illegible] Royal Hunt of the Sun; and The Labyrinth of Solitude.

Films, slides and field trips will supplement readings and class discussions. A minimum three papers, one a research paper, will be required.

Time of meeting: Period 6.

George Melnykovich. Instructor in Spanish. Education: B.A., Hiram, 1965; M.A., Pittsburgh, 1968; Ph.D. candidate, Pittsburgh. Scholarly interests: Twentieth century literature of Latin America.

HIRAM COLLEGE · HIRAM, OHIO 44234 · TELEPHONE (216) 569-3211

DEPARTMENT OF ENGLISH

June 25, 1971

Dear Freshman Class Member:

My purpose here is to help you choose your Freshman Colloquium for the fall of 1971. Please read this letter carefully, as well as the pages that follow. They will have a vital effect on your total experience as a freshman at Hiram.

In an early section of the Hiram College Catalogue you will find a description of our New Curriculum, of which the Freshman Colloquia are a very important part. You should become thoroughly familiar with that description, for as a student you will share the responsibility for making the New Curriculum work for you. As the Catalogue states, each Freshman will take a Colloquium during the fall quarter at Hiram; a second Colloquium will be taken during either the winter or the spring quarter. The teachers of the fall Colloquia will serve as academic advisors for their students during the entire year.

As far as is practical, you will select the Colloquia you take. The pages following this letter contain descriptions of all the Colloquia which will be offered during the fall quarter. On the bottom of each page is a brief biographical sketch of the professor who will teach the Colloquium. Please read this material thoughtfully and select the topics (and professors) that interest you most. Remember that as you select your Colloquium for the fall you are also selecting an academic advisor for the year.

This year we are attempting to coordinate the fall Colloquia more closely with the Freshman Institute, by making the student groups the same for both programs. Thus, the freshmen whom you meet in the Institute will be your associates during your fall Colloquium as well, and all of you will have expressed some interest in a common topic. In most cases, your instructor for the Freshman Institute will also be your instructor for the fall Colloquium. If you have another teacher for the Institute, he will serve as your advisor until the start of the regular fall term.

Enclosed you will find a green preference blank on which you are to list the Colloquium you most prefer, followed by a second, third, and fourth choice. Please list the Colloquia by number and the name of the professor (both are found in the upper right-hand corner of each description.) Use the enclosed envelope and return the preference blank so that it will arrive at Hiram College no later than August 2nd. The same envelope should be used to return your choices for the Twentieth Century course. After August 2nd, Colloquium assignments will be made up, so that, if your preference is not received, it may be difficult or impossible for us to honor your wishes.

Something needs to be said about the times of meeting for Colloquia during the fall, and their relationship to your other courses. As the Catalogue also explains, in the fall quarter you will be taking a Colloquium and two other courses (one of which will probably be the Twentieth Century.) Most Colloquia are scheduled for Period 7 (Tues. and Fri., at 2:20, for one hour, 50 minutes.) If you are assigned to one of these Colloquia, it should not conflict with the time of meeting for any course that you are eligible to take. Assignment to the Colloquia meeting at other times may make it necessary for you to postpone some other course until a later quarter, if it meets at the same hour; but the probability of conflict is small. In general, you should certainly choose your Colloquium according to the subject matter, rather than the time of meeting.

This is your program, and every effort will be made to honor your top preference. However, since enrollment will be limited to twelve students per Colloquium, it will probably not be possible to grant first choices to everyone. When you arrive, you will be told which of your preferences we have been able to honor. Toward the close of the Institute, you will meet with your advisor and discuss with him the selection of your courses for the fall quarter.

You will also find enclosed with these materials a blue information blank which will be given to your advisor, enabling him to become acquainted with you more quickly and to be of more help to you during your first days on the campus. Please fill out this blank also and enclose it in the envelope with your preferences for Colloquia and the Twentieth Century.

We shall be very glad to see you at Hiram College.

Sincerely,

Brainerd P. Stranahan

Brainerd P. Stranahan
Director of Freshman
Colloquia for 1971-1972

Listed below are the titles, and the professors' names and department for the 1971-72 Freshman Colloquia. A few of the Colloquia were offered more than one time.

FRONTIERS: Mr. Anderson, English.

EVOLUTION AND MODERN MAN: Mr. Barrow, Biology.

SCIENCE AND HUMAN INVOLVEMENT: Mr. Becker, Physics.

MAN IN HIS NATURAL ENVIRONMENT: Mr. Berg, Biology.

MUSIC AND TWENTIETH CENTURY MAN: Mr. Burley, Music.

ENVIRONMENTAL DESIGN: Mr. Cool, Biology.

GROW: Mr. Felker, Education.

SCIENCE AND SOCIETY: SOLUTIONS IN SEARCH OF PROBLEMS: Mr. Friedman, Physics.

OEDIPUS AND ELECTRA IN ANCIENT AND MODERN THEATER: Mr. Gauthier, French.

LANGUAGE, CULTURE, SELF, AND CREATIVITY: Mr. Gustafson, Sociology.

THE SOCIAL SIGNIFICANCE OF SPORT: Ms. Herndon, Physical Education.

RELIGIOUS THOUGHT: AN EXISTENTIAL APPROACH: Mr. Hoffman, Philosophy.

ON LOVE: Mr. Hoopes, Philosophy.

EXPLANATIONS IN MATHEMATICS: RECREATION AND DECISION MAKING: Mr. Johnson, Mathematics.

SOUTHERN POLITICS: Mr. Kolson, Political Science.

MORALITY IN THE BEHAVIORAL SCIENCES: Mr. Konick, Psychology.

THE NEW BIOLOGY: THE HOPE OR DAMNATION OF MAN? Mr. Laughner, Biology.

FREEDOM OF SPEECH: Ms. Pierce, Speech.

THE MIDDLE EAST, 1917-1967: Mr. McKinley, English.

THE PLUMED SERPENT MEETS THE SPANISH LION: Mr. Melnykovich, Spanish.

THE FAILURE OF THE AMERICAN LEFT: AN HISTORICAL INQUIRY: Mr. Miller, History.

AN ANALYTICAL LOOK AT POLLUTION: Mr. Moss, Chemistry.

MAN AS A CLOWN: Mr. Niccolls, Religion.

VARIETIES OF LITERARY STYLE: Ms. Parker, English.

HUMANISTIC PSYCHOLOGY--ITS PROMISE AND ITS CHALLENGE: Ms. Redmond, Education.

SUPERSTARS: Mr. Rochford, Art.

SYMBOL MANIPULATION IN SCIENCE: Mr. Rosser, Chemistry.

COMPUTERS AND THE MIND: Mr. Scalzi, Chemistry.

FIRST PERSON SINGULAR: Mr. Shaw, English.

LIVING POETRY: Mr. Stranahan, English.

THE AMERICAN CHARACTER: Mr. Strassburger, History.

SATIRIC VIEWS OF SOCIETY: Ms. Vincent, English.

NUTRITION: FACTS AND FALLACIES: Mr. Walerk, Chemistry.

MAN'S DILEMMA, MORAL MAN'S CHALLENGE: WHAT IS HUMAN LIFE? Mr. Watson, Religion.

TWENTIETH-CENTURY PHYSICS AS AN EXPERIMENTAL SCIENCE: Mr. Wheeler, Physics.

ANTI-IMPERIALIST ATTITUDES: Mr. Bell, Political Science.

MUSIC, MAN AND SOCIETY: Mr. Carlin, Music.

SOUTHERN CULTURE: Mr. Carrell, Education.

AMERICA IN THE THIRTIES: Mr. Fratus, English.

YOU'RE DIFFERENT; I'M DIFFERENT: Mr. Freedman, Speech and Theatre Arts.

MONTAIGNE AND HIS STUDY OF HUMAN NATURE AND CONDUCT: Mr. Ismail, French.

DESIGN: Mr. Kennedy, Speech.

TO EXPAND A FORM: Mr. Leonard, Speech and Theatre Arts.

SOCIOLOGY OF SPORTS: Mr. Malmisur, Physical Education.

SEXUAL POLITICS: Ms. Parker, English.

BECOMING: Ms. Redmond, Education.

SOCIAL ORDER FROM A MARXIAN POINT OF VIEW: Mr. Renzi, Sociology.

COMMUNICATION THROUGH MOVEMENT: Ms. Rule, Physical Education.

THE APPEAL OF INDIA: Mr. Shaw, English.

AN APPROACH TO JAMES JOYCE'S ULYSSES: Mr. Stranahan, English.

ENERGY: Mr. Wheeler, Physics.

ETHNOBOTANY: INTERRELATIONSHIPS BETWEEN PLANTS AND MAN: Ms. B. Laughner, Biology.

THE BLUES: Mr. Brown, German.

THE COWBOY IN HISTORY, MOVIES, AND NOVELS: Mr. Carrell, Education.

THE MEANING OF SPORT: Ms. Chambers, Physical Education.

THE FLASH OF GENIUS: Mr. Dreisbach, Chemistry.

ADVENTURES OF THE MIND: Ms. S. Felker, Psychology.

RED CHINA TODAY: Mr. Gulyas, Sociology.

AMERICA LEARNS TO PLAY: Mr. Hollinger, Physical Education.

HISTORY AND FICTION: Mr. Layton, History.

ON DYING: Mr. Niccolls, Religion.

THE NEW MUSIC: AFFECTS, EFFECTS: Mr. Shelden, Music.

YOU DON'T HAVE TO BE JEWISH: Ms. Turner, Education.

THE TIMELESS, TIMELY G. B. SHAW: Ms. Vincent, English.

FC 101-17
Professor W. Laughner

THE NEW BIOLOGY: THE HOPE OR DAMNATION OF MAN?

> "There is no greater object of wonder, no greater thing of beauty than the dynamic order and organized complexity of life. And what we are now witnessing is perhaps the most dramatic event in the slow evolution of life; the human brain scrutinizing itself and its origins, life turning on itself. We who are of nature are evolving to know nature."
>
> --from Loewy and Siekevitz,
> *Cell Structure and Function*

This is perhaps the most exciting period of discovery that the biological sciences have ever experienced. The fusion of biology, chemistry, and physics into a common field, molecular biology, has brought about a virtual explosion of knowledge concerning the nature of life. It has also produced the frightening image of man playing God.

This Colloquium will attempt to define man within biological parameters and will examine the possibilities of modifying these parameters through recent discoveries in molecular biology--including genetic engineering, human cloning, and behavioral modification. Intimately involved in such discussions are questions concerning the ethics of such interventions. Does man have the "right" to change himself into something which he himself and not nature defines?

Ultimately, we may be able to decide between two opposing views aptly given by readers of *Time* magazine concerning an article on the new genetics:

> "Scientists should not start tampering with man regardless of how high his intentions are."
>
> "If man fails the evolutionary test, it will be because he knew too little or because knowing enough, he had too little moral courage to apply it."

The books listed below with additional supplementary readings from several sources will be used in this Colloquium.

James D. Ray, Jr. & G.E Nelson, *What a Piece of Work is Man.*
G.R. Taylor, *The Biological Time Bomb.*
C.D. Darlington, *Genetics and Man.*
Paul Ramsey, *Fabricated Man.*

One research paper and two position papers will be required.

Time of meeting: Period 7.

William J. Laughner, Jr. Assistant Professor of Biology. *Education:* B.A., Thiel, 1965; Ph.D., Indiana, 1970. *Scholarly Interests:* Molecular Genetics; currently investigating the inheritance and function of enzymes in the chicken, *Gallus gallus.*

FC 101-25
Professor Redmond

HUMANISTIC PSYCHOLOGY--ITS PROMISE AND ITS CHALLENGE

> "Man is the creature that uses abstract thought, that is able to experience vicariously through words, that hopes, that imprisons his fellows, that values, that is aware and aware that he is aware, that cares about the pain he inflicts. All this and much more is man."
>
> --Bugental

We will explore the possibilities for man by examining Humanistic Psychology, its philosophic position, and research approaches, and the variety of efforts man has employed to understand and improve his own experience.

Early in the term we will decide as a group how we wish to proceed. Each student will be responsible for a project of his own choosing--from introspective writing to participation in on-going research regarding the self-concept.

Text:

James F.T. Bugental, Challenges of Humanistic Psychology.

The goals of this Colloquium will be an increased understanding of the humanistic position and promise, and an opportunity to become better acquainted with ourselves.

Time of meeting: Period 7.

Frances H. Redmond. Associate Professor of Education. Education: Kent State, B.S. in Education, 1961; M.A., 1962; Ph.D., 1966. Scholarly Interests: Self-concept, learning, and encounter groups. Other Interests: Art, music, swimming, and most of all--people.

FC 102-9
Second Quarter
Professor Kennedy

DESIGN

For centuries the process of design was slow and evolutionary. Man changed the shapes and locations of things primarily in order to make them work better. He made things carefully and out of the best available materials because he did not want to have to make them again. If he were building for another person, he would have known and have had a personal committment to that person.

But all of that has changed. Today a man can create, at the touch of a button, ten thousand identical mistakes. With his tremendous potential to create good design, he continues to manufacture, collect, maintain and sustain poor designs, from household artifacts to cities to the ecosystems of his planet.

The goals of this course will be:

1. To discover general theoretical principles of design which can have practical applications;
2. To apply those principles theoretically and critically to specific instances of design;
3. To do something about improving the general quality of design around us.

I think that we might reach the first goal by working on some design projects (designing a building, a city, a machine) by reading and discussing materials such as, Who Designs America?, Community and Privacy by Serger Chermayeff, and Architectural Design, and by our intuitive knowledge of what works and what does not.

We are very fortunate in having an excellent laboratory, Hiram College. upon which to apply the principles that we discover. We may also travel to some nearby points of interest and observe and evaluate their design. These might include central Cleveland, a steel mill, Southington High School, Johnny's Sohio, or Frank Lloyd Wright's Fallingwater. We will also attempt to find ways to effectively communicate our evaluations to others and to persuade those people who do share our concern to act upon possible solutions to problems, part of the final goal of the class.

Toward this end, the class will also participate in the assembly of an exhibition of contemporary artifacts for the college community.

Written assignments will be made in keeping with the nature of the class and class work. The main function of these writings will be to disseminate what the group feels is pertinent information concerning the main topic of the design.

Time of meeting: Period 4.

Ridgeway Kennedy. Instructor in Speech. Education: B.A., Hiram College, 1969; M.F.A., U.C. Davis, 1971. Scholarly Interests: Theory and history of art and dramatic art, practical applications of photography in the theatre.

FC 102-14
Second Quarter
Professor Renzi

SOCIAL ORDER FROM A MARXIAN POINT OF VIEW

The emergence and maintenance of social order has been, and continues to be, a central theoretical concern of many of the social sciences. Two general models of society have been developed in attempts to investigate social order. The first model is best characterized by the concept of consensus. It briefly states that order is maintained by the voluntary giving up of the sovereignty of the members of a society to their chosen rulers. The other model is most succinctly stated by Thrasymachus in Plato's Republic. His position is that order is maintained by the will of the individuals holding power in society. These individuals construct systems of laws which are framed to promote their own personal and class interests. Furthermore, the members of the society are coerced into following the dictates of the law because of the rulers monopoly on the formal agencies of social control.

This general model of society is most clearly discussed in the philosophy and sociology of Karl Marx, and it is for this reason that the objective of this Colloquium is a first-hand investigation of some of the writings of Marx. It is my feeling that many, if not most, Americans have not been able to separate the writings of Karl Marx from the political ideology of Russian or Chinese Marxism. Marx is a scholar of the highest order and necessarily demands that the investigation of his work be scholarly rather than polemical, and this is what we intend to do in this Colloquium.

The Colloquium will be conducted as a mutual discussion of the writings of Marx. Lectures will be at a minimum and discourse will be encouraged. Two books containing selections from the writings of Marx will be the core of the discourse, sections will be assigned and then each will be discussed as it relates to the general topic of social order. There will be three or four papers in which the student would be expected to develop the anthesis to a particular aspect of Marx's sociology. These papers are visualized as demanding basic library research in the explication of the particular point of view of the author.

Texts:

R. Freedman, Marxist Social Thought.
T.B. Bottomore, Karl Marx: Selected Writings.
H. Lefebvre, The Sociology of Karl Marx. (optional)

Time of meeting: Period 7.

Mario A. Renzi. Assistant Professor of Sociology. Education: B.A., St. Procopius, 1966; M.A., Notre Dame, 1969; Ph.D., Notre Dame, 1971. Scholarly Interests: Sources of inequity, scientific theory in sociology.

FC 103-14
Third Quarter
Professor Shelden

THE NEW MUSIC: AFFECTS, EFFECTS

The purpose of the Colloquium will be to explore the relationship between all sound matter as source material in contemporary art music. As an organizational tool, we will concern ourselves primarily with the historical, philosophical, moral, social, aesthetic, and practical (performance problems) considerations of the experimental or "avant garde" movement in the music of the past few decades.

What is traditional in today's music, what is radical? What is noise, or sound, or indeed, music? It should be evident that these questions must be viewed both subjectively as well as objectively. With this notion in mind, we will, through group discussion of reading materials, by listening to performances (both live and recorded), by writing individual research papers, and by composing short musical compositions in various contemporary idioms, attempt to develop criteria that will help us to adequately understand today's avant garde music scene. Areas examined will include aleatoric music, electronic music, game theory music, as well as the more traditional manifestations of contemporary musical thought.

Field trips will include visits to the electronic music labs at Kent State and Cleveland State Universities; whenever possible, interviews with noted composers will also be arranged. A list of music and composers to be discussed will be formulated during the first few meetings, dependent on the needs and interests of the group. A tentative reading list might include:

Cope, New Directions in Music.
Machlis, Introduction to Contemporary Music.
Pleasants, The Agony of Modern Music.

It is the wish of the Colloquium leader not to impose his own judgments or views on the participants; instead, it is hoped that the members will be open-minded, possessing a strong desire to expand the scope of their intellectual awareness while forming learned opinions concerning the many unique approaches of the modern artist-musician.

Time of meeting: Period 7.

Paul M. Shelden. Instructor in Music. Education: B.S., Juilliard, 1963; M.S., Juilliard, 1965; Ph.D. candidate, University of Maryland. Scholarly Interests: Contemporary experimental music, seventeenth-century chamber music; research in wind band music, and clarinet pedagogy, literature, and performance; composing and conducting experimental music and modern jazz. Other Interests: domestic cats.

APPENDIX 6

EVALUATION OF THE COLLOQUIA PROGRAM

A. Final Report on the Freshman Colloquium Program 1969-70, Robert L. Watson, Director.
B. Selected Faculty Comments on the 1969-70 Freshman Colloquia Program.
C. Summary of First Quarter Freshman Colloquium Comments.
D. Selected Freshman Comments on the Colloquium Program, Fall Quarter.
E. Summary of the Third Quarter Freshman Colloquium Comments.
F. Selected Freshman Comments on the Colloquium Program, Winter and Spring Quarters.
G. A Report on the 1970-71 Freshman Colloquium Program.
H. Evaluation of the 1971-72 Freshman Colloquium Program.

FINAL REPORT ON THE FRESHMAN COLLOQUIUM PROGRAM 1969-70

by Robert L. Watson
Director, Freshman Colloquium Program

The first section of my report is devoted to an identification of the various and varying successes of the Freshman Colloquium Program for the 1969-1970 year. Suggestions for adjustment and improvement in the program are contained in section two.

I.

Several accomplishments of note characterize the first year of the Freshman Colloquium Program. The four goals designated as central to the program were achieved in varying but substantial degrees.

The substantive academic content of Freshman Colloquia included both quality and variety. Sixty different Colloquia were offered with topics as rich and varied as Shakespere, evolution, computers, and love. Even among the seven Colloquia topics that were repeated in the second and third quarters, a significant variation in content and approach characterized the offerings.

Every effort was made by the Executive Committee of the Colloquium Board to examine with great care the descriptions of Colloquia I and II. A Colloquium with inadequate content or content that too closely approximated that of an introductory course in a particular discipline was returned to the author and not approved until appropriate changes were made.

Techniques employed by Colloquia teachers also varied widely, but included an extensive use of discussion, writing, and field trips, laboratories or studios.

Students recorded through their evaluations that for Colloquia I and II the amount learned was equal to or slightly higher than the amount learned in traditional courses, and considerably higher than the amount learned in other components of the new curriculum. Approximately ninety percent of the students in Freshman Colloquia indicated that they had learned an average amount or more in their particular Colloquia.

Academic advising was the one goal that applied to Colloquia I and not Colloquia II. Through Colloquia I, more time was given to the academic advising of freshmen than in any year in the immediate past. Departmental Guidelines for Pre-major Advising was edited with the help of departmental chairmen and used extensively by teachers of Colloquia I in their advising. The faculty response has been one of appreciation for the new opportunities that Colloquia I provideded for developing and sustaining effective faculty-advisee relationships. The students have indicated their appreciation as well. And while student satisfaction with advising declined from September to May, the degree of decline was approximately one-half that of the previous year, and the level of satisfaction at year's end was significantly more than that registered the previous year under the former system.

In its effort to continue the emphasis upon oral and written communication begun in the Freshman Institute, the Freshman Colloquia also achieved significantly. Oral communication, most frequently in the pattern of formal or informal discussion, received considerable attention in both Colloquia. Some students, however, in their year-end evaluations expressed the desire that even more attention be given to this dimension of the purpose for Colloquia. Several faculty members in the program have shared with me their observation that an unusual number of freshmen this year are willing to speak and discuss issues in the traditional elective courses in which they are enrolled. Many factors account for that willingness, I am certain among them may be the emphasis in the new curriculum upon oral communication.

Contrary to an occasional rumor that circulated during the year, no Freshman Colloquium was devoid of attention to written work. While every Colloquium had the equivalent of at least two modest written assignments, the vast majority had several assignments, among which one or two were of substantial length. A few Colloquia, by nature of their content, concentrated very heavily upon written expression.

The student response indicates that considerable attention was given to written expression. Most encouraging in this regard is the performance of our freshmen in the standardized English comprehensive tests given in September and again in May. A year ago in May, the freshmen received a score lower than that achieved upon their entrance to Hiram College the preceeding September. This year our freshmen scored higher in May than in the preceeding September. Many factors clearly help to account for the difference. One factor, however, may be the new curriculum and particularly the Freshman Institute and Freshman Colloquia with their unique but steady attention to the improvement of [illegible] communication.

While no effort has been made to identify specific components, the Freshman Colloquia were also designed to address value, moral and aesthetic concerns. The spectrum of interests in this regard and the variety of approaches among Colloquia have been rich. My observation has been that the Colloquia are ideally suited for addressing this goal and that they have been utilized effectively to that end this year by our faculty. Most impressive is the testimony by nearly eighty-five percent of the students that their particular Colloquia achieved average to high success in this area.

Beyond the apparent achievement of its stated goals, the Freshman Colloquium Program has also established some administrative procedures worthy of note. Procedures were developed and employed for maximizing student requests for Colloquia while still maintaining the limit of twelve students in any one Colloquium. Ninety percent of the students in Colloquia I received their first or second choice; eighty-three percent of the students in Colloquia II received their first or second choice. Every student received at least one first choice; a majority of the students received their first choice for both Colloquia.

Effective procedures were also established for reading and approving proposals from the faculty for Colloquia. A majority of the proposals were returned at least once to their authors for recommended changes testifying to the seriousness with which the Executive Committee performed its task.

Workshops and meetings of the Colloquia faculty at Punderson last spring and on campus throughout the year were valuable in addressing the particular problems and challenges in teaching Colloquia. Attention to small group teaching and the development of skills in written communication received frequent attention.

A Newsletter for the Colloquium Program was published and circulated fortnightly. The publication contained information concerning speakers, films and field trips which were planned by one Colloquium and which might be utilized by others.

Procedures for implementing the Credit, No Credit grading system were designed. Special attention was given to a system for periodic checks on the No Credits that were given until either Credit was finally achieved, or the No Credit was registered as a final grade.

Other administrative accomplishments were of less importance; however, forms necessary for all the procedures of implementation and follow-up have been designed and kept for modification and utilization in the second year of the program.

A final and important area of accomplishment for the Freshman Colloquia is the response to the program from faculty and students. The forty-five participating faculty are in agreement that the program should be continued. Of those remaining on the Hiram faculty, all are willing to teach in the program again; and the majority have expressed a strong desire to teach a Colloquium next year. The support of the faculty throughout the year has been outstanding.

Student response to the Colloquium Program has been most encouraging. Ninety-nine percent of the freshmen indicated in their course evaluations that the Freshman Colloquium Program should be continued. The degree of overall student satisfaction for Colloquia I and Colloquia II has been approximately the same. Even though the Colloquia II offered in the second quarter received the highest rating of overall satisfaction, the degree of satisfaction with the Colloquium program as registered in mid-spring has decreased somewhat from the students' high expectations in September. The decline from fall expectations was considerably less, however, than the decline registered by the 1968-1969 freshmen concerning their traditional program of the preceeding year.

While overall student satisfaction with Colloquia II (second and third quarters combined) was approximately the same as for Colloquia I, the thirteen Colloquia II in the third quarter received a noticeably lower rating than Colloquia in either the first or the second quarter. A number of factors likely account for that decline. Satisfaction with the freshman program (traditional or new) usually drops during the third quarter of the freshman year. Among the thirteen teachers of Colloquia II during the third quarter, six will not be returning to Hiram's faculty next fall. Their performance in Colloquia II was noticeably below standard.

Further, the evaluations reveal that considerably fewer field trips were taken and fewer individual conference or discussions were held between the Colloquia teachers and their students than in the preceeding two quarters. While students indicated that the faculty of Colloquia were interested in them, the degree of interest was considerably less than that registered during the first, or even second quarters. More examinations were given in Colloquia during the third quarter; and fewer students felt that they were evaluated fairly. These differences in the measured evaluations are at least symptomatic of greater student dissatisfaction; and they may also be indicative in part of the causes for dissatisfaction, since they seem to suggest that more teachers of Colloquia II during the third quarter approached their subject and their students in a traditional manner (more examinations, fewer field trips, fewer personal discussions, etc.). The uniqueness of Colloquia was less apparent.

In addition, the fact that the two students given a fourth choice in Colloquia II and sixty-four percent of those given their third choice were in the thirteen Colloquia II in the third quarter may have had some bearing on the degree of student satisfaction registered.

Finally, the campus strike may have affected the performance of Colloquia II during the third quarter. Theoretically, Colloquia should be able to adjust more easily and adapt more effectively to such an event. In practice, that may not have been the case this past quarter since during that quarter alone traditional courses were rated more highly by the freshmen than were their Colloquia.

II.

Suggestions for adjusting the Freshman Colloquium Program have been varied. The adjustments that I advocate pertain directly to personnel, program and the administration of the program.

A number of adjustments could be made that would help the program in the area of personnel. First, every effort should be made to correlate the teaching staffs of the Freshman Institute and Freshman Colloquia. Inasmuch as the basic purpose for the Institute is also one of the goals for Freshman Colloquia, that correlation is both imperative and natural. Insofar as possible, the faculty for both programs should be identical.

Further, every effort should be made to identify the capable small group teachers among our faculty and to release them for involvement in Freshman Colloquia. The coordinated recruitment with the Freshman Institute Director should begin early in the spring so that Colloquia are a part of the preliminary departmental discussions concerning the next year's courses. Early recruitment would likely reduce the need for pressure from the Director or the Dean for participation in the program.

Special efforts at identifying and addressing through workshops and special meetings the particular areas of concern and need felt by Colloquia teachers should be maintained, and if possible, enriched.

Other adjustments in the area of program could be made to the benefit of Colloquia. By far most important is the effort necessary to resist the various pressures to expand the size of the groupings in Colloquia. Pressure comes from administrators who seek to economize, from students who seek to procure their first choice in both Colloquia, and from faculty who seek to clear the way for particular students to study under their supervision. I contend that the success of Freshman Colloquia is directly related to the numbers of students with whom the professor must work in that special relationship. To increase the group size beyond twelve would seriously jeopardize the chance for continued success of Colloquia.

Not unrelated to the first program concern is a second. Enough Colloquia II should be made available for students so that the groups can remain no larger than twelve, and freshmen and transfer students who enter during the second or third quarters as well as those who have received a permanent No Credit from the first quarter or from the previous year can select a Colloquium II also. We did not schedule enough Colloquia II this past year; another Colloquium offering would have helped immeasureably, and likely would have reduced the number of third and fourth student choices used.

Additional consideration should be given to requiring that a student take his Colloquium II from a professor in a division different from that of his teacher for Colloquium I. Such a requirement was considered for last year. When, however, the Executive Committee was advised that it was probably not feasible with the faculty then involved in the program, the idea was dropped. Despite frequent reminders to the contrary, several advisers allowed and in a few cases encouraged, their advisees to take their Colloquium II in an area directly related to the subject matter of their first Colloquium. Such a practice, with certain special exceptions, runs counter to the best interests of the freshman student and to the philosophy of the Freshman Colloquium Program. A change of the type I am advocating, if feasible, would speak effectively to the problem.

Renewed consideration should be given to the system for evaluating student work in Colloquia. Some students and a few faculty have registered their opposition to the Credit, No Credit system of grading. Some faculty have objected to the system because they feared that even when warranted, students would not receive a permanent No Credit. However, approximately twenty permanent No Credits have been registered for the year, disputing the claim that none would be given.

A more frequent comment from faculty has been that the use of grades would motivate the students more. In response to that argument one might urge that good teaching motivates students; public grades are most appropriately after the fact. Private evaluation, so central in our program, is the most valuable to the student. Therein the student is informed by the professor directly concerning his shortcomings and a program is agreed upon for removing the deficiency. While my personal disposition on the matter is clear, I do feel that another discussion concerning the employ of letter grades in the Colloquium Program would be beneficial for those teaching as well as those administering the program.

While informal minimum guidelines for written work in Colloquia were established this last year, a more formal expression of guidelines for expectations in oral and written communication might be beneficial to the faculty and ultimately to the students.

Upon the conclusion of the second year of Freshman Colloquia and its evaluation, consideration should be given to the possibility of moving Colloquia II into the sophomore year, thereby giving an additional and special dimension to that year while freeing the freshman year for another elective course. An additional year of operation should clarify considerably the appropriateness of such a change.

Among administrative suggestions and adjustments, four are most important. First, all students should complete their Freshman Colloquium requirement no later than the end of their sophomore year. Rather than placing a college junior who is delinquent in his requirements in a

Freshman Colloquium, I advocate the establishment of a special program designed by the Dean's Office for that student.

Further, an adjustment should be made in the administration of the monies which are distributed to Colloquium teachers for expenses in their teaching. A smaller sum should be given to each teacher with the understanding that additional funds may be drawn upon if needed. Such an arrangement would allow for the closer supervision of the budget by the Director.

Serious considerations should be given to computerizing the selection processes for Freshman Colloquia. Several colleagues in the computer field suggest that an inexpensive but efficient program could be written for our needs. The exploration of that possibility would be worthwhile.

Finally, I strongly advocate that continued selection and extensive utilization of an Executive Committee for the Colloquium Board. The program this first year was clearly strengthened by the dedication and service of those seven committee members. Their function will change slightly in a second and third year of operation; they will, however, continue to serve an important function in the overall success of the program.

I complete these two years of work on the design and implementation of Freshman Colloquia firmly convinced that the program we have conceived and operated this year is pedagogically sound. I firmly believe that the purpose and methodologies of the Freshman Colloquium Program are synonomous with the appropriate and genuine purpose and methodology of the liberal arts college. Both harbor a primary commitment to academic excellence in the exploration and examination of problems and issues of mutual faculty and student interest, and in those processes, a primary commitment to the dignity and the worth of the human person.

Respectfully submitted,
Robert L. Watson
Director, Freshman Colloq

SELECTED FACULTY COMMENTS ON THE 1969-70 FRESHMAN COLLOQUIUM PROGRAM

I believe the Freshman Colloquium is good and should be continued. If I teach in it again, I am confident that I can do a much better job.

Apparently some students did not take the program seriously enough. This is our fault, not the students.

I think the freshman colloquium program is excellent, and I like teaching in the program. Real strong points are the excellent topics offered and the fact that the program also enables the teacher to read outside of his own area and thus to learn considerably.

One weak point is that the students, feeling no pressure of quizzes, tests, letter grades, or other demands to produce, may slough off.

I wish to keep teaching in the program, and I don't think the strong points of the Colloquium scheme need defense or elaboration (small classes, personal attention to students, individual selection of topics, etc.) But I see two major problems:

1. A lack of discipline and means of evaluation of student performance in the present system of colloquia. I believe we shall have to evolve some system of grading the performance of students, either by using the system found in other courses or some alternative.
2. A prevelence of amateurism and a lack of academic standards in choosing colloquia topics. I mean no implied attack on any individuals; I myself am not exempt from this charge.

I had the advantage of attending a small college where a great deal of personal attention was given to students, in small classes. The colloquium, it seems to me, comes closer to my valuable undergraduate experience than anything I have been involved in in nearly 30 years of teaching. I'm just narrow enough to believe that what was good for me in the late 30's is good for these youngsters in the late 60's.

Most of the students obviously read widely in the fairly extensive materials available to them; and their research papers--the main project of the course--were far above the standard of those I have received previously in English 101 courses. The majority of this group seem more certain of their fields than have previous freshman advisees, and all are working out programs well within the traditions of the broad liberal arts philosophy. Without any direction on my part, the class soon discovered that a large part of the topic was concerned with humane and moral problems.

Many of the students have tended to drop in to see me in my office as the quarter has progressed, just to chat or to get my reaction to current happenings around campus. They have seemed to feel more at home in doing this, and have done it sooner, than has been the case in previous years. This may be a result of the Freshman Colloquium approach we have taken this year.

There is a lack of discipline and inadequate means of evaluating students' performance in the present system of Colloquia.

On the whole performance was satisfactory but several of the students were either unwilling or unable to participate fully. The atmosphere of the colloquium was very relaxed and casual. This was very pleasing and satisfactory for most students. There were those few students who interpreted the relaxed atmosphere as one that did not require individual responsibility. However, I feel these students can be handled individually and a change of format is not required.

The Freshman Colloquium has been a very satisfying experience for me and I hope it is continued. It permits me to have contact with students other than majors in my field. More important, however, it broadens my interests and scope of the area in which I am involved.

I like the program, like teaching in it, and definitely feel it should be continued. It has a lot of potential, both for faculty and students. In its favor are: the fact that the faculty member has an opportunity really to get to know a group of freshmen, and to do something of an academic nature not necessarily in his own field. This becomes a plus for the student, I think, who can get to know his adviser and to see a faculty member deal with subject matter not directly his own.

The negatives center around the pass/fail concept. My impression is that the majority of freshmen were not ready for it...and some of us were not ready to use it with freshmen.

I remain a firm believer in Colloquium, but am fearful of it instutionalization into "courses", both faculty pulling themselves into it out of habit and students pushing faculty into routinizing it.

My feelings are about the same as last term, except that I'm less strongly in favor of having the colloquia graded. (Obviously, I have gained a bit more experience in getting the students to do the work without grades.)

Teaching in the program is both rewarding and frustrating; much time is necessarily spent on new material and so much is required of each individual, that the usual ratio of success is often not apparent. In a conflict between 100% idealism and the real world, I think both professor and freshmen, are drawn to their own inadequacies.

I like the colloquium idea in addition to traditional courses. The colloquia "round out" the fragmentation of the other courses, but they are not a substitute for the disciplines the other provide.

The non-scheduled, non-graded and therefore "second place" aspect throws it in the direction of insignificance in comparison to regularly scheduled, graded courses. I would support grading and scheduling.

I think the Colloquium in theory, is the strongest and best part of the new curriculum. In practice, I'm not sure how it will work out. Many freshmen don't seem ready to accept the responsibility inherent in this type of education.

My only regret is that other classes cannot enjoy its benefits.

Summary of First Quarter
Freshman Colloquium Evaluations

An overwhelming majority of the students supported continuation of the Freshman Colloquium program. They described their individual colloquia as interesting and enjoyable, praising the informality and suggesting that there is better student participation because of the small class size. Although some students were dissatisfied with their particular colloquia, they still generally favored the program and its continuation.

Several students requested that if possible students should only be assigned to their first or second choice colloquium. Some students urged better scheduling and/or more sessions. A few wanted more field trips.

Several students expressed a desire for a wider selection of colloquium topics, specifically suggesting colloquia in music, fine arts, astronomy, and more in science and math. A few asked for more consistent workloads within their specific colloquium and from one colloquium to another.

Lastly, some students expressed that the success of a colloquium depends heavily upon the preparation, the interest, and the participation of the professor and/or students.

It's an excellent idea for it allows the students to see the unit they are studying in its proper prospective. I wonder however, if freshman students are mature enough for undertaking such a responsibility. Including myself.

I think everyone is pleased by the colloquium program. I feel it instituted discussion. And the idea of a non-graded course makes it even more meaningful to students. This idea encourages student to work at their own speed and not have to "cram" which causes me to forget everything afterwards.

Personally, with reference to my own course, I feel the program is excellent, ard condusive to intellectual development. Small classes promote discussion. By heresay I understand many--Colloquium's to be below par. I can think of no remedy but to be sure professors are interested in what they teach. This, of course, applies to students also.

They have a wide subject range--but none for music. Music is as important as some of the other fields.

I love the Freshman Program, but I'm a bit leary of it. What are those frosh who had a colloquium with little or no work going to do when they get 2 electives with a lot of studying? This first quarter may have helped us adjust to college life but not to college work.

Its an excellent way to get into an area very deeply and significantly, with so few people, and interested teachers, it can have beautiful results. But if the teacher is not sufficiently involved it can fall apart. The area is so specific that one needs guidance.

Co-ordinates very well with 20th Century Course in that is small and individual in attention. It lets youknow your advisor personally, which is essential. I feel that the teachers of the colloquia must have enjoyed them as much as the students.

It forces you to generalize and takes courses which you not interested in.

The program has a limited variety of topics. Especially in looking over the ColloquiaII subjects, I found few of interest to me. The present subjects, however, seem to offer stimulating and educational activity for those who are interested in those fields.

The Colloquium program is worthwhile in that it brings the faculty within reaching distance. It gives you the feeling (false security) that even if you are estranged from the 20th Century course, you have at least one contact with the academic world.

No transferable credits to other school.

SELECTED FRESHMAN COMMENTS ON THE COLLOQUIUM PROGRAM
Fall Quarter 1969-70

It is the type of program that requires a great deal of personal responsibility. The individual can only get out of it what he wants to get out of it. If he is not willing to work on his own, and accept responsibility on his own, then the program cannot logically succeed.

It is a great idea. Students are not stuck with traditional learning methods. It gives them variety and freedom.

The descriptions of Colloquium given to the student when making his choice should be as close to what the course will as possible. I found mine to be none of what I was expecting from the description.

The interelationship between student and prof on an equal basis was very successful. Through this type of environment one was enabled to evaluate oneself--one's values, goals, ideas through reading and discussion. The group inspired itself--it became self-perpetuating, without force form the prof.

I think the program is one of the most exciting, interesting ideas I've heard of in a school. - A great improvement over standard freshman courses. The discussion helps a lot in grasping material, especially some of the abstract concepts we discussed in our group. The more informal atmosphere aids in learning, I think, & takes the pressure of a regular course off. Having no grades leaves it up to the individual how much he's going to get out of a course, which is how it should be.

I think it is an excellent program and one that should be continued. The size of the groups are definitly a strong point. I would try to give a few more choices on some of the subjects that only have 1 for them as an improvement.

Because of credit-non-credit system he has been able to give us much more difficult material, comprehension-wise which has been great. Having had do definite course restrictions, it allowed freedom to investigate any and all areas of study, showing relationships rather than dissimilarities between them. I found it thought provoking and invaluable in helping me to understand myself a little bit better.

I feel that it is an excellent opportunity to learn to communicate but the college should have impressed on the instructors that it was not meant to be an indoctrination course and perhaps prepared them for leading discussions. I have nothing on which to base my opinion outside of my own group.

I think the idea of the program is tremendous--The colloquias vary quite a bit in the amount of work required, but I suppose you get out as much as you put into this type of course. The opportunities in this program were one of the reasons I chose Hiram. The program gives freedom of interest to students and of course some will always take advantage.

Summary of Third Quarter

Freshman Colloquium Evaluations

Do you feel that the program should be continued next year? (VII. item C)

Definitely No	No	Yes with Qualifications	Yes	Definitely Yes
0	2	10	73	21

1. An overwhelming majority feel the Freshman Colloquium program as a whole should be continued. Although some students were dissatisfied with their particular Colloquia, they strongly support the program and its continuation.

2. Several students expressed disappointment in the professors teaching Colloquia on the grounds: one, they could not handle the Colloquia format; two, they lacked interest; and three, they were not adequately prepared for teaching their specific topic. Some students felt that the success of a particular Colloquium depended on the professor.

3. A few students suggest there was a need for a wider range of topics, specifically requesting Colloquia in music and astronomy.

4. Of those students mentioning the grading procedure of the Freshman Colloquia program, more favored having a graded (opposed to Pass/Fail) system.

5. A few students felt that the two hour period was too long for a single meeting.

6. A few students felt that other students lacked interest and did not take the full responsibility necessary to make a Colloquium successful.

Other points such as amount of work, lecture-discussion balance, assignments, activities, motivation, etc., varied from Colloquium to Colloquium and from person to person.

SELECTED FRESHMAN COMMENTS ON THE COLLOQUIUM PROGRAM
Winter & Spring 1969-70

The colloquium program was one of the main reasons I attended Hiram, and they have lived up to my expectations. Perhaps I was a bit lucky in getting two good colloquiums. So all I can suggest is an effort be made to keep all the colloquium on a highly inspirational, personal level. I feel that just as important as keeping the students stimulated, the new curriculum served to keep the instructors on a high level of creativity.

The Freshman Colloquium program is an excellent mode for learning providing the students involved are interested and willing to explore the Colloquium topic. When the students are apathetic, the learning experience fails.

On the whole it is a good program, but it doesn't help freshman to adjust to college work because it is not graded. People tend to be nonchalant about it and it carries over to the graded course.

Each Colloquium must be evaluated on its own merit--its ideal approach to education!

The descriptions of the courses have both (Colloq. I & II) fallen short of my expectations and ideas about what the course should be like. Rather than lie disappointed I think course descriptions should be more concise. Perhaps mid-term evaluations could help the professors improve the faults of the Colloquiums since for many it is their first time for teaching this type of course.

I like it. It allows people (like me) to take a course in a certain department which we would normally not take. For example, it gave me the chance to learn some science practical to daily living without having to take a full science course. It's also very flexible.

Most courses need to narrow their topics. We could use a wider range of practical type courses.

It can be very exciting and very dull, varying with the teachers and students. The freedom of pursuing topics in the freshman year enabled me to pursue topics I might never have discovered.

Don't let students fall into a slump. Speaking in terms of this colloquia, more papers were very necessary. Otherwise, I feel it is a good program depending upon the professor.

Mine were basically good except there was too much lecturing and not enough activities. I recommend more field trips and activities.

More science topics should be given, such as astronomy.

All courses in the college should be organized like this--we would learn much more relevant material than in lecture situations--restructure 20th Century like this, and it might succeed as a course.

Perhaps this program could be extended into the next three years--
I see it as potentially the most worthwhile experience in college.

Grading system other than pass or fail.

Grade it. Provide schock tactics, like blood or something like that.

The program enable an individual to pursue humane, moral and aesthetic concerns in a area which he was particularly interested in. The smallness of the group, and the stimulation of active discussion was very helpful.

Don't make the sessions so long 1 hr. is enough, you tend to lose interest in the 2 hr. colloquiums.

Make it possible for the student to get his first or second choice, because those students who do get them, show much more interest and effort in their work.

February 1, 1971

TO: Educational Policy Committee

From: Brainerd P. Stranahan

Subj: Report on the Freshman Colloquium Program

The task of the Executive Committee of the Colloquium Board--assisted by Dean MacDowell, John Shaw, and George Morgan--has been to evaluate the merits of the Colloquium Program and to recommend changes for the future. It is certainly fair to begin by saying that the overall response to the Program, on the part of both students and faculty is a favorable one. In making our recommendations, we have been strongly influenced by George Morgan's reports on generally positive student reaction to individual Colloquia, and by the opinions expressed by faculty who are teaching in the Program. Mr. Morgan's data are available elsewhere, but this report includes a representative selection of faculty comments about the strengths and weaknesses of the Colloquium format.

I. Strength of the Program:

Sentiment in favor of the general format of the Colloquium Program was overwhelming and enthusiastic. Only one teacher said that he did not want to continue teaching Colloquia. Despite differing philosophies of education among individuals, almost everyone agreed that the basic strength of the program lies in one feature: small classes. Some comments include:

1. Charles McKinley: "I think the Colloquium format has a great deal of merit. I am sure that for many students the limited size of the group is a new experience, and many of them must find it more easy to participate in discussion when there are so few competitors to face. I think the student-advisor relationship, established as it is, is a valuable one. I continue to have 'office calls' from last year's advisees, even though they have declared a major and moved to another advisor; some of them talk of getting that group together for some sort of occasion this year. That's uncommon--and good, I think."

2. Charles Adams: "In general I like the Colloquium format very much. From a personal point of view I feel that I have been able to get to know--and keep track of--a group of freshmen better than was ever possible before. I think it has a similar advantage for the freshmen in terms of getting to know a professor."

3. Alan Friedman: "An excellent format. Allows a very close relationship between a teacher and his students early in the college experience. This has been very helpful to at least a majority of the students I have had,

because they did not seem to have ever had a teacher take a close interest in their work before. Thus, the small, informal nature of the Colloquium was highly satisfactory to help them adjust to the demands and rewards of independent work here."

4. Hale Chatfield: "It is, in my opinion, the strongest phase of the 'New Curriculum'--and for me it is the high point in my teaching."

5. A junior faculty member: "My reaction to the Colloquia is extremely positive. My opinion of the 'typical' public school education (which has been corroborated by my students) is that it allows very little opportunity for open and frank discussion. In many ways it promotes and rewards the development of a superior memory but not of an original thinker. This perhaps increases social stability but does little for the intellect.

   The Colloquium offers an incoming freshman a means to break out of this mould; to express himself and to weigh his own mind against others of his own peer group. In summation the Colloquium program approaches the nearest to what I personally would call a 'relevant' educational experience."

II. Main Weaknesses

The strongest voices evident here were concerned about academic standards in the Colloquium Program. Only a minority chose to comment in detail on this subject, but they did so with eloquence:

1. Royce Gruenler: The Colloquium Program "tends to become too personal, too sloppy (especially with P/F grades). I fear the academic dimension may be suffering....I see the college moving in a terribly ambiguous direction. We give students more and more freedom, supposedly to encourage their development as persons, and what happens is that we are more and more in the counseling business, helping awfully mixed up kids make it through the next week. We are becoming unbalanced in the amount of time we give to psychiatric help as compared to time spent in teaching and scholarly work. The Colloquium tends to encourage too much the 'feeling good' and the 'high experience' sort of program that is becoming so popular. Serious scholarly work suffers as a result. That is the principal danger of the Freshman Colloquium Program. We've got to shift emphasis."

2. Mary Louise Vincent: "There is no real emphasis on learning or academic discipline. The topics encourage the student to talk off the top of his head. If he isn't an unusually mature or bright student, he wastes a good deal of time, really develops no grasp of mature discussion, and adds little information or knowledge to his already paltry education. The nature of the topics makes work on writing difficult and does not lead the student to expect to come to terms with the hard task of putting one work next to another in acceptable way."

3. John Shaw: "The very informality may act to counter the academic rigor we like to believe is important. This is the weakness of the Colloquium, as I see it. Without grades, and with a cozy atmosphere of chumminess, the intellectual effort diminishes. We no longer know about things, with evidence, but, shruggingly, we sort of, like feel about them. All too often the student will say, flipping through his largely unread book, 'Oh, I found this boring and didn't read it.' What the psychological or even educational gains might be, to offset these 'academic' losses, I don't know. I still like the format; but I think we must be increasingly wary of the pitfalls in the inherent lack of academic rigor."

4. A junior faculty member: "I am afraid that the absence of grades may be interpreted as an absence of standards."

5. On another topic, several other faculty appeared to share a feeling voiced most directly by Dwight Berg: "Its major weakness lies in the time-consuming nature of the program. With so many other requirements on my time I found it almost impossible to do the individual work necessary for good success in the Program."

6. One other suggestion, by Hale Chatfield, raises a crucial problem in faculty attitudes toward the program: "The only real weakness in the Colloquium Program is the tendency of some faculty to undertake it grudgingly. I would be horrified to see this problem offered as a reason for discontinuing or diluting the program; surely enough willing faculty can be found to keep it strong."

III. Poll of Colloquium Teachers on Possible Changes in the Program

27 out of 33 teachers submitted reports about their experiences with the Program, and the following is a rough tabulation of their views about possible changes.

1. "Students should be graded in the Colloquia, as in other college courses."
Yes: 8. No: 12. Don't know: 4. Should be optional: 2.
Smerek: "I would like very much some manner of recognition for outstanding contributions." Gauthier suggests two other alternatives: "(a) Unofficial grading on papers for students' information; (b) written evaluation a formal part of the record."

2. "The number of 'contemporary' topics should be reduced."
Yes: 4. No: 19. Don't know: 4.

3. "Colloquia II should be postponed to the sophomore year."
Yes: 15. No: 5. Don't know: 5. Change should be optional: 1. Should be in senior year: 1.

4. "If Colloquia II were postponed to the sophomore year, they should be oriented more towards traditional areas of concentration." Yes: 6. No: 17. Don't know: 4. (Dwight Berg notes that certain Colloquia might in effect become prerequisites for a major).

5. "The size of Colloquia II sections should be increased to 15, or even 20." Yes: 8. (Note: most of these teachers indicated that they could "live with" 15 or 20; a few indicated higher tolerances, and no one more than 20.) No: 17. (Most of these felt very strongly on the subject.) Don't know: 2.

IV. Conclusions

1. Major changes in the Program should be few. Perhaps we should remember that the Freshman Colloquium Program is a major departure from Hiram's previous practices. A majority of our teachers are convinced that we have a Good Thing going, and something of their feelings about altering the Program may be seen in the fact that four out of five proposed changes were decisively voted down. Our committee, in fact, went farther than the majority of Colloquium teachers in resisting change: we voted against postponing Colloquia II to the sophomore year, on the grounds that the freshness and novelty of the Colloquium experience might be lost by postponing it so long. Other suggestions for altering the Colloquium format (including shortening Colloquia I or II to 5 weeks) also found no favor.

2. The Committee does strongly favor closer coordination of Colloquia I with the Freshman Institute. We believe that the latter offers an excellent introduction to Hiram, one that should be retained if at all possible. Accordingly, we recommend the following:
    a. The Freshman Institute should be shortened to one week, and its fee increased from $35 to $50. This increase, along with a saving in board costs, should make possible a faculty honorarium between $100 and $250.
    b. Institute groups and Colloquia I groups should be identical. Whenever possible, the same faculty member should teach in both programs. We would hope that this would be true at least 80% of the time.
    c. Certain Institute activities, such as movie making, could be carried into the fall term.

3. We are opposed to any reduction in Colloquium staffing in order to provide faculty manpower for other areas of the New Curriculum.

4. We favor postponing the XX Course to the sophomore year. This would relieve the present overcrowding of the freshman year with required courses.

5. While taking note of faculty anxiety about the academic rigor of the Colloquium Program, we have not yet come to an agreement about measures for improving any deficiencies in this area. A majority of both students and Colloquium teachers are opposed to regular grades in the Program. It is possible that we shall recommend a High Pass/Pass/No Credit/Incomplete system, but this is still very much in the discussion stage.

HIRAM COLLEGE · HIRAM, OHIO 44234 · TELEPHONE (216) 569-3211

2 March 1972

To:

From: Charles R. Toomajian

Re: 1971-1972 Colloquium I Evaluation

As part of our ongoing institutional research program, an evaluation of the Freshman Colloquium I offerings of this year has been completed. For the last few years, questionnaires were administered to all participants towards the end of the quarter. The information secured in this fashion indicated that our Colloquium Program was working well but, it seemed to me, the data were necessarily superficial. This year a different procedure for collecting information was used.

As was the case for the Institute Evaluation, a systematic sample was drawn which included one participant, chosen at random, from each of the Colloquia. A series of three one hour sessions were held during the last days of January and each student attended one of the meetings. A semi-structured discussion was led by me; a wide variety of issues was discussed and my analysis of the tape recordings indicates that our freshmen are generally satisfied with the Colloquium Program. As I will explain below, however, there were some problems pointed out.

The discussions were directed to the four general aims of the Program: 1) improving written and oral communication; 2) dealing seriously with substantial academic topics; 3) adequately advising students; and 4) exposing students to humane, moral, and aesthetic concerns.

In regard to the improvement of communication skills, a wide variety in the amount of required writing was reported. Several students said they wrote only a few short papers; two students reported only writing one long paper towards the end of the quarter; and the remainder reported having completed several papers spread out over the quarter. More students who did little writing complained that they really did not get much chance to improve their skills; some of the students in Colloquia with relatively heavier writing requirements complained that perhaps they were overworked. It seems to me that we need to examine our expectations in this area so that a greater degree of uniformity might prevail. Perhaps our original commitment to using the Colloquia as a significant means of improving our students' writing skills has diminished over the years.

The students were nearly all in agreement that Colloquia dealt with substantial academic topics in a serious manner. They pointed to the variety of topics as a real strength of the Program. Several of them did feel, however, that some students did not apply themselves as strongly as they should have. The students reported that some students were able to go through their Colloquia without doing significant segments of the reading; and, as they stressed, unprepared students led to poor group discussions more often than they thought acceptable. The majority felt that, as a stimulus, it would be wise to grade the Colloquia on an A through F scale rather than on the Credit/No Credit basis.

Everyone agreed that the Colloquia Instructors were good advisers. They felt that the small group format of the Colloquia, the informal nature of the presentations, and the efforts of the instructors to make themselves available for discussion outside of class all helped to make them feel comfortable in approaching their instructors as both academic advisers and as persons able to help them with other problems.

The students also felt in general that the small group discussions, and in some cases the reading and writing assignments, exposed them to humane, moral, and aesthetic concerns. A few of the students felt that, while the format of the Colloquia might have made it somewhat easier, their particular instructors most likely would have exposed them to these concerns in any course.

As I view the results of these interviews, I feel our students are generally satisfied with our Colloquium Program. I do think it important, however, that we look carefully at the questions of writing assignments and the grading system in the Colloquia.

If you have any questions about these interviews, please let me know.

Charles R. Toomajian

HIRAM COLLEGE · HIRAM, OHIO 44234 · TELEPHONE (216) 569-3211

10 July 1972

To:

From: Charles Toomajian

Re: Student Evaluation of Colloquium II

As you know, Freshmen were asked to evaluate their 2nd Colloquium via a questionnaire distributed during the last few days of the Spring Quarter in the Twentieth Century Course; this procedure allowed us to get responses from students who took Colloquium II in the Winter Quarter as well as the Spring Quarter. A total of 247 usable responses provided ratings as shown below.

Based on a 5 point scale with 1 being low, the following ratings were given to the instructors of Colloquia:

	Average
Presents what he has to say clearly, at your level of understanding	3.84
Gets you interested in his subject	3.41
Makes learning active for you, as by stimulating thinking, encouraging participation in discussions, projects, etc.	3.35
In this course he seems to know the subject thoroughly enough to organize material and relate it to other fields	3.76
Evaluates students fairly and reasonably	3.93
Displays an active, personal interest in you, for example, by being easy to approach, patient, etc.	4.00
Helps you improve your writing	3.05

We also asked the following questions and received the listed average ratings, again on a 5 point scale:

Independent of how much you liked the course, how much do you feel you learned?	3.53
In summary, rate your satisfaction with this course as a whole.	3.50

It appears, as we would expect, that our students feel Colloquium Instructors are doing well in presenting the material, in evaluating their students fairly, and in displaying an interest in their students. It is enlightening, I think, to note that on the average we are perceived as doing the least to help Colloquium participants improve their writing. This basically agrees with the findings I reported from my interviews with students after Colloquium I.

If you have any questions about these figures or if you wish finer breakdowns of the data, do not hesitate to contact me at extension 256.

Charles Toomajian

APPENDIX 7

DESCRIPTION OF THE TWENTIETH CENTURY COURSE

HIRAM COLLEGE
1969 – 70

XX

THE TWENTIETH CENTURY AND ITS ROOTS

"The Twentieth Century and Its Roots" is a year-long fifteen credit course common to all freshmen. Its purpose is to help the first-year student examine and personally come to grips with the basic issues in modern society. The course provides freshmen with an integrated common experience and an opportunity to see and hear programs that would not be financially available to smaller classes.

The theme underlying the course is that man in the twentieth century is to be contrasted with nineteenth century man who believed that mankind was progressing inevitably toward a perfect state of life. Traces of this optimistic belief may be found in all facets of life and thought in Western Europe and America. Ironically, the scientific and technological foundations which tended to give substance to the belief in progress have, in the twentieth century, given rise to some of man's most serious frustrations. The "age of optimism" ended with the First World War. With the Depression and World War Two came the "age of anxiety, violence, and fragmentation." Men now found themselves struggling with a fast-changing world in which old ways, old norms, and old hopes were dissolved and they began seriously to question whether man might not extinguish himself.

The course is designed to encourage the student's intellectual involvement in ethical issues with which he, as an educated citizen, must cope. Take, for example, the population explosion. Should governments forcibly require birth control? Will some segments of the population be forbidden to reproduce? Who will decide these and similar questions, and how might the decisions be enforced? Such problems, which are being raised repeatedly throughout the course, plunge the student into concerns where he must exercise ethical judgment and sensitivity.

In addition, the course aims to heighten the student's cultural awareness by incorporating concerts, plays and artistic events into the program at appropriate points.

The Vachel Lindsay Room in the library is being used as an informal reading room for members of the course. Books, newspapers, periodicals and art displays are provided. Students and faculty are encouraged to stop in to read and to browse. To facilitate communication a newsletter, edited and published by students, is being printed biweekly. The letter serves as a forum for student and faculty reaction to movies, lectures, etc.

The course has been divided into fourteen major sections each representing a topic, trend or issue of the twentieth century. Each of these topics is introduced to the whole class by a vivid and forceful statement of its contemporary importance using a guest speaker, film, debate or panel discussion. Additional class sessions on the topic develop other perspectives and historical background. Each week the class is divided into small student-led groups to discuss ideas stimulated by class sessions, readings, and student position papers.

The Syllabus which follows describes the contents of the course as it is being offered in this academic year. A list of assigned and suggested readings and details about the mechanics of the course follow the syllabus.

Syllabus

The Twentieth Century and Its Roots

First Quarter

September

(1)	23	(Tues. 8-9)	Ideas That Change the World
(2)	24	(Wed. 11:15-12:15)	Introduction Film: *Breath-Death* Tapes: *The Nature of Human Nature*
(3)	24	(Wed. 4-6 p.m.)	Black Militantism Lecture: Dr. Jeanne Noble (N.Y.U.) Panel: Mr. Lonnie Edmundson, Dr. Zelma George, Mr. Isaiah Williams
(4)	29	(Mon. 11:30-12:30)	The New Left Lecture: Dr. Sidney Peck (C.W.R.U.)
(5)	30	(Tues. 7:30)	Discussion Groups (assigned rooms)

October

(6)	1	(Wed. 11:30)	The Generation Gap Lecture: Professor Hale Chatfield (Hiram)
(7)	1	(Wed. 7:30)	The Generation Gap Panel: Mr. Wendell Falsgraf, Mr. Michael Gee, Dr. Rea Knight, Miss Patricia Murtha, Dr. Walter Webb, Mr. Ambrose de Flumere (Moderator)
(8)	2	(Thurs. 11:30)	Alienation Lecture: Professor Denez Gulyas (Hiram)
(9)	2-3-4		The Black Experience Discussion Sessions *Contemporary Moral Issues*, 473-510 *Human Predicament*, 44-60, 306-14 *Classics of Western Thought*, 559-65
(10)	6	(Mon. 11:30)	Film: *The Negro and the American Promise*
(11)	8	(Wed. 11:30)	The Origins of Racialism in the United States Lecture: Dr. William Banner (Howard)
(12)	8	(Wed. 7:30)	The Moderate Black Lecture: Dr. William Banner (Howard)
(13)	9	(Thurs. 11:30)	Racialism and Its Roots Lecture: Professor Denez Gulyas (Hiram) Tape: *What is Race?*

(14)	13	(Mon. 11:30)	Film: Where is Prejudice?
(15)	15	(Wed. 11:30)	White Supremacy and Black Slavery Lecture: Dr. Albert McQueen (Oberlin)
(16)	15	(Wed. 7:30)	Tape: Race Prejudice Film: One Potato Two Potato
(17)	16	(Thurs. 11:30)	Reflections of Alienation in Our Culture Lecture/Slides: Professor George Schroeder (Hiram) Tape: Professor George Zack (Hiram) Poetry: Professor Hale Chatfield (Hiram)
			Discussion Sessions Contemporary Moral Issues, 355-404 Human Predicament, 61-77, 221-71
(18)	20	(Mon. 11:30)	The Urban Crisis Lecture: Mr. W. Arthur LeMon
(19)	22	(Wed. 11:30)	Film: Lewis Mumford on the City
(20)	22	(Wed. 7:30)	Film: Death of a Salesman Panel: Professors Clyde Billings, Keith Leonard, Eugene Peters (Hiram)
(21)	23	(Thurs. 11:30)	The Industrial Revolution Lecture: Dr. Wilson Hoffman (Hiram)
			Discussion Sessions Contemporary Moral Issues, 177-259 Urban Violence, 27-72
(22)	27	(Mon. 11:30)	Tacit Assumptions of the 19th and 20th Centuries Lecture: Dr. Eugene Peters (Hiram)
(23)	29	(Wed. 11:30)	What is Science? Lecture: Dr. Edward Rosser (Hiram)
(24)	29	(Wed. 7:30)	The Scientific Revolution and Man's View of the World Lecture: Dr. G.W. Morgan (Brown)
(25)	30	(Thurs. 11:30)	The Scientific Revolution and Man's View of the World Lecture: Dr. G.W. Morgan (Brown)

November

(26)	3	(Mon. 11:30)	Charles Darwin and the Idea of Evolution Lecture: Dr. James Barrow (Hiram)

(27)	5	(Wed. 11:30)	The Impact of Evolution Panel: Professors Royce Gruenler, Michael Hoffman, George Morgan, Sandra Parker (Hiram)
(28)	5	(Wed. 7:30)	Film: Probability and Uncertainty: The Quantum Mechanical View of Nature
(29)	6	(Thurs. 11:30)	Sigmund Freud and the Idea of the Unconscious Lecture: Professor Ralph Cebulla (Hiram)
			Discussion Sessions Classics of Western Thought, 360-82, 427-44 Human Predicament, 3-17, 81-117 Science and Society, 3-13, 41-49, 57-67, 133-3
(30)	10	(Mon. 11:30)	Freud's Impact Upon the World Play: The American Dream Mini-Lecture: Professor Keith Leonard (Hiram)
(31)	12	(Wed. 11:30)	Albert Einstein and The Idea of Relativity Lecture: Dr. Lawrence Shaffer (Hiram)
(32)	12	(Wed. 7:30)	Film: Seeking New Laws
(33)	13	(Thurs. 11:30)	Relativism Lecture: Dr. Kimon Giocarinis (Hiram)
			Discussion Sessions Classics of Western Thought, 445-73 Human Predicament, 18-24, 41-44 Science and Society, 51-55, 25-28, 89-93, 95-104
(34)	17	(Mon. 11:30)	The Effects of Science Upon the Arts Lecture: Professor John Spratt (Florida State)
(35)	19	(Wed. 11:30)	Film: Assault on Life: Advances in Genetics
(36)	19	(Wed. 7:30)	Norbert Wiener and His Influence Lecture: Dr. Michael Massouh (Utica)
(37)	20	(Thurs. 11:30)	The Implications of Cybernetics Lecture: Dr. Michael Massouh (Utica)
(38)	24	(Mon. 11:30)	Film: The Computer and the Mind of Man: Logic By Machine
December			
(39)	1	(Mon. 11:30)	The Impact of the Computer Upon Society Lecture: Mr. James Nicholson (Hiram)
(40)	3	(Wed. 11:30)	The Bomb Lecture: Dr. Carey McWilliams (Brooklyn College)

(41)	3	(Wed. 7:30)	Films: The Decision to Drop the Bomb Civilian Applications of Nuclear Explosives Tape: Looking Back at Hiroshima
(42)	4	(Thurs. 11:30)	The Dehumanization of Man Lecture: Professor Paul Rochford (Hiram) Discussion Sessions Human Predicament, 118-217 Science and Society, 69-86, 107-31, 141-50

Second Quarter

January

(43)	5	(Mon. 11:30)	The Image of Man: Literature Lecture: Professor David Anderson (C.W.R.U.)
(44)	7	(Wed. 11:30)	The Image of Man: The Poetic Vision Lecture: Dr. John Shaw (Hiram)
(45)	7	(Wed. 7:30)	The Image of Man: The Poetic Vision Poetry Reading: Professor Hale Chatfield (Hiram)
(46)	8	(Thurs. 11:30)	The Image of Man: Architecture Film: Survey of Architecture: Changing Concepts Lecture: Dr. Charles McKinley (Hiram)
(47)	12	(Mon. 11:30)	Karl Marx: Man of His Age Lecture: Dr. Wilson Hoffman (Hiram)
(48)	14	(Wed. 11:30)	Marxism Lecture: Dr. Sidney Hook (N.Y.U.)
(49)	14	(Wed. 7:30)	Twentieth-Century Manifestations of Marxism Lecture: Dr. Sidney Hook (N.Y.U.)
(50)	15	(Thurs. 11:30)	Communism: The Hope of the Future Lecture: Dr. Herbert Aptheker (Institute of Marxist Studies)
(51)	19	(Mon. 11:30)	Communism: A Remnant of the Past Lecture: Dr. Wilson Hoffman (Hiram)
(52)	21	(Wed. 11:30)	The Varieties of Socialism Lecture: Dr. Wilson Hoffman (Hiram)
(53)	21	(Wed. 8:00)	The Warren Symphony Orchestra
(54)	22	(Thurs. 11:30)	Twentieth Century Capitalism in the United States Lecture: Dr. C.H. Cramer (C.W.R.U.)

			Discussion Sessions *Classics of Western Thought*, 557-64, 337-59, 481-93 *Contemporary Moral Issues*, 149-76
(55)	27	(Tues. 11:30)	The Mind of Man: Descartes Lecture: Dr. Eugene Peters (Hiram)
(56)	28	(Wed. 11:30)	The Mind of Man: Hume Lecture: Dr. Eugene Peters (Hiram)
(57)	28	(Wed. 7:30)	Man the Individual: The Concept of the Individual in Kant Lecture: Dr. John Silber (Texas)
(58)	29	(Thurs. 11:30)	Man the Individual: Corruption of the Concept of the Individual Lecture: Dr. John Silber (Texas)
			Discussion Sessions *Classics of Western Thought*, 325-36, 404-26, 530-47
February			
(59)	2	(Mon. 11:30)	America First Lecture: Mr. Robert Annable (United Citizens Council)
(60)	4	(Wed. 11:30)	Cultural Nationalism Slides: Professor Paul Rochford (Hiram) Poetry: Dr. Charles McKinley (Hiram) Music: Professor George Zack (Hiram)
(61)	4	(Wed. 7:30)	Film: *Mein Kampf*
(62)	5	(Thurs. 11:30)	Internationalism: The Antidote Lecture: Dr. Arthur Larson (Duke)
(63)	7	(Sat. 8:00 p.m.)	Paul Winter Contemporary Consort
(64)	9	(Mon. 11:30)	Film: *Ku Klux Klan*
(65)	11	(Wed. 11:30)	Nationalism: The Historical Perspective Lecture: Dr. Boyd Shafer (Macalester)
(66)	11	(Wed. 7:30)	Nationalism: The Historical Perspective Lecture: Dr. Boyd Shafer (Macalester)

(67)	12	(Thurs. 11:30)	The United States: Imperialist Power Films: *Imperialism U.S.A. (1776-1969)* *Vietnam, Land of Fire*
			Discussion Sessions *Classics of Western Thought*, 494-514
(68)	16	(Mon. 11:30)	The Europeanization of the World Lecture: Dr. Wilson Hoffman (Hiram)
(69)	18	(Wed. 7:30)	The Moon: Our First Celestial Conquest? Lecture: Dr. Edward Rosser (Hiram)
(70)	19	(Thurs. 11:30)	The Decline of Imperialism Lecture: Dr. Hoke Smith (Drake)
			Discussion Sessions *Classics of Western Thought*, 474-81
(71)	23	(Mon. 11:30)	Film: *Population Explosion*
(72)	25	(Wed. 11:30)	The People of the World Lecture: Dr. Paul Gustafson (Hiram)
(73)	25	(Wed. 7:30)	Economic Geography Lecture: Dr. C.P. Swanson (Johns Hopkins)
(74)	26	(Thurs. 11:30)	The Pollution Problem Lecture: Dr. C.P. Swanson (Johns Hopkins)
March			
(75)	2	(Mon. 11:30)	The Biological Time Bomb Lecture: Dr. Dwight Berg (Hiram)
(76)	4	(Wed. 11:30)	The Population Explosion Lecture: Dr. Paul Gustafson (Hiram)
(77)	4	(Wed. 7:30)	Population: The Moral Dilemma Panel: Father Anthony Esposito, Mr. Donald Fearn, Rev. Farley Wheelwright, Mrs. George Zack, Mr. Ambrose de Flumere (Moderator)
(78)	5	(Thurs. 11:30)	The Problem of Mind Control Films: *Brainwashing* *Birth Control: How?*
(79)	9	(Mon. 11:30)	Poverty in the United States Lecture: Dr. Wilbur Cohen (Michigan)
(80)	11	(Wed. 11:30)	Film: *Warsaw Ghetto*
(81)	11	(Wed. 7:30)	Film: *Grapes of Wrath*

(82)	12	(Thurs. 11:30)	Film: The Moscow Trial Discussion Sessions Society and Population, I-III

Third Quarter

March

(83)	30	(Mon. 8:00 p.m.)	Films: Turn of the Century Dog Burning At Noon Revolution in Russia: 1917

April

	1	(Wed. 10:20)	**World War I: A Turning Point** **Lecture: Dr. Wilson J. Hoffman** **Film: Turn of the Century**
		(11:30)	**Discussion Groups: Organization**
		(7:30)	**Films: The Accusation** **To Die in Madrid**
	2	(Thurs. 10:20)	**The Pattern of Revolution** **Lecture: Dr. Wilson J. Hoffman**
	6	(Mon. 10:20)	**The Loss of Meaning** **Lecture: Professor Ralph Cebulla** (Hiram)
	8	(Wed. 10:20)	**The Moral Dilemma** **Lecture: Dr. Royce Gruenler** (Hiram)
		(11:30)	**Discussion Groups** **Contemporary Moral Issues, 261-329** **Urban Violence, 7-26**
		(7:30)	**The Moral Dilemma** **Film: The Stranger**
	9	(Thurs. 10:20)	**Can Morals Be Taught?** **Lecture: Dr. James Hoopes (Hiram)**
	13	(Mon. 10:20)	**The New Morality** **Lecture: Professor George Zack** (Hiram)
	14	(Tues. 8:00 p.m.)	**Armenta Adams** (Piano)
	15	(Wed. 10:20)	**Law and Morality** **Lecture: Dr. Lewis Katz (C.W.R.U.)**
		11:30)	**Discussion Groups: Paper due**

15	(Wed. 7:30)	The Death of God Lecture: Rabbi Richard **Rubenstein** (Pittsburgh)
16	(Thurs. 10:20)	The Testing of Judaism Lecture: Rabbi Richard Rubenstein
20	(Mon. 10:20)	The Tempest in the Roman Catholic Church Lecture: Dean William **Blakemore** (Chicago)
22	(Wed. 10:20)	The End of the Protestant Era Lecture: Dr. Clark **Williamson** (Christian Theol. Seminary)
	(11:30)	Open
	(7:30)	Film: A Time for Burning
	(8:30)	Discussion Groups
23	(Thurs. 10:20)	The Future of the Institutional Church Lecture: The Rev. Albert **Pennybacker** (Shaker Christian Church)
27	(Mon. 10:20)	"In the Beginning" Lecture: The Rev. John G. Balyo
29	(Wed. 10:20)	The Secular Man Lecture: Dr. Thomas Hanna (Florida)
	(11:30)	Open
	(7:30)	The Secular Man Lecture: Dr. Thomas Hanna
	(8:30)	Discussion Groups: Paper Due Human Predicament, 287-97 Contemporary Moral Issues, 511-47, 444-72
30	(Thurs. 10:20)	Man in Search of Meaning: Hallucinogenic Drugs Lecture: Dr. Eli Marcovitz
May		
4	(Mon. 10:20)	Man in Search of Meaning: The Occult Lecture: Dr. Rod Roberts
6	(Wed. 10:20)	The Invention of a Culture Lecture: Mr. Frederic Ramsey, Jr.
	(11:30)	Discussion Groups
	(7:30)	Anna Karenina Breath-Death

7	(Thurs. 10:20)	Primitive Culture as an Anthropological Model Lecture: Dr. Paul Gustafson
11	(Mon. 10:20)	An Institution's Response to Crisis Lecture: President Elmer Jagow
13	(Wed. 10:20)	The Breakdown of Religion in the Twentieth Century Lecture: Dr. B.F. Lewis (Transylvania)
	(11:30)	Discussion Groups: Paper Due Contemporary Moral Issues, 548-63 Human Predicament, 320-30
	(7:30)	Man's Response to Crisis Film: Street of Shame
14	(Thurs. 10:20)	Student and Faculty Activism Lecture: Dr. William D'Antonio (Notre Dame)
18	(Mon. 10:20)	Man's Response to Crisis: Summary Panel: Professors Hoffman, Layton, Peters, Rochford
20	(Wed. 10:20)	Man's Response to Crisis: The Abstract Expressionists and Their Response to the Bomb Lecture: Professor Paul Rochford (Hiram)
	(11:30)	Discussion Groups
	(7:30)	Man's Response to Crisis Film: The Gospel According to St. Matthew
21	(Thurs. 10:20)	Man's Response to Crisis: Mechanical-Chemical Controls Over Man Lecture: Dr. Edward Rosser
25	(Mon. 10:20)	Man in the Future Films: Futurists Bertrand Russell Discusses Mankind's Future The Upbeat, Downbeat
27	(Wed. 10:20)	Topic to be Announced Dr. John Silber
	(11:30)	Open
	(7:30)	Topic to be Announced Dr. John Silber
	(8:30)	Discussion Groups: Paper Due The Meaning of the Twentieth Century, 1-208.

28 (Thurs. 10:20) The Integrity of Man
Lecture: Dr. Robert MacDowell

June

1 (Mon. 10:20) Student Program

3 (Wed. 10:20) Student Program

(7:30) Film: The Violent Universe

4 (Thurs. 10:20) Student Program

THE POSITION PAPER

Writing a Position Paper

It has become clear in conversation with discussion leaders that some students do not understand what a position paper is. The original syllabus attempted to explain what was meant. Let us try again here.

In a position paper, the author is to take a stand on some issue and defend his position. This means that a position paper is to be distinguished from a research paper in which one is presenting and explaining the views of someone else.

You the author are to advocate and defend your own views. If you defend your views by reference to the writings of another person, you are under obligation to make an honest use of those sources by careful documentation. See the Hiram College Style Sheet if you do not know the correct form of footnoting. Any direct quotation from a source and any rewording of a source must be credited to the source from which it is taken. Otherwise, you risk plagiarism.

It would be better to read nothing at all and make no references to sources than to do a scissors and paste, unoriginal job. After all, when you submit a position paper with your name on it, you are saying (in effect): this is my original work, except where I have indicated use of other material, and I am to be graded on the quality of my presentation and argument.

All this suggests that you cannot thoughtlessly throw a position paper together. You have to have ideas and you have to argue in their behalf. If one cannot write a position paper (because "I have nothing to say"), then there is a serious question that he belongs in a course like this or even in college. After all, college is not parroting, and this is especially true in The Twentieth Century Course.

REQUIRED READING

The following books are required reading and may be purchased in the College Bookstore. Each student should have all six required books.

Boulding, Kenneth E., The Meaning of the Twentieth Century: The Great Transition (Harper & Row, CN 67).
Daly, Charles U. (ed.), Urban Violence (University of Chicago).
Girvetz, Harry K. (ed.), Contemporary Moral Issues (2nd Edition, Wadsworth).
Heer, David M., Society and Population (Prentice-Hall).
Hirschfeld, Charles (ed.), Classics of Western Thought: Vol. III. The Modern World (Enlarged Edition; Harcourt, Brace & World).
Morgan, George W., The Human Predicament: Dissolution and Wholeness (Brown University).
Vavoulis, Aleander and Colver, A. Wayne (eds.), Science and Society: Selected Essays (Holden-Day).

SUPPLEMENTARY READING

The following books are not required reading, but it is recommended that students read beyond the minimum requirements, especially in the areas of their interest. Many of these books are available in the College Library or in paperback form in the College Bookstore.

Ader, Emile B., Socialism (Barron).

Allen, Frederick L., The Big Change (Bantam, HC219).

Ardrey, Robert, African Genesis (Dell, 0036).

Arendt, Hannah, Antisemitism (HB&W, HB 131).

________, Totalitarianism (HB&W, HB 133).

________, Between Past and Future: Six Exercises in Political Thought (Meridian, M151).

Aron, Raymond, The Century of Total War (Beacon, BP 3).

Arons, Arnold and Bork, Alfred (eds.), Science and Ideas: Selected Readings (Prentice-Hall).

Barzun, Jacques, Race: A Study in Superstition (Harper, TB 1172).

Bentley, Eric, The Playwright as Thinker (Meridian, M 6).

Berlin, Isaiah , Karl Marx: His Life and Environment (Galaxy, GB25).

Berry, Brian and Meltzer, Jack (eds.), Goals for Urban America (Spectrum, S-172).

Brinton, Crane, The Anatomy of Revolution (Vintage, V44).

Bronowski, Jacob, The Identity of Man (Natural Hist, B15).

Brunn, Geoffrey, Nineteenth Century European Civilization: 1815-1914 (Galaxy, BG 36).

Carson, Rachel, *The Silent Spring* (Crest, T681).

Cleaver, Eldridge, *Soul on Ice* (Delta 8163).

Denbeaux, Fred J., *The Premature Death of Protestantism* (Lippincott).

Ehrlich, Paul R., *The Population Bomb* (Ballantine, 73031).

Eiseley, Loren, *Darwin's Century* (Anchor, A 244).

________, *The Immense Journey* (Vintage, V157).

Feynman, Richard, *The Character of Physical Law* (MIT66).

Fortas, Abe, *Concerning Dissent and Civil Disobedience* (Signet).

Gardiner, Martin, *Relativity for the Million* (Pocket Books, PB 95011).

Grier, William H. and Cobbs, Price M., *Black Rage* (Bantam, N3931).

Henderson, W.O., *The Industrialization of Europe: 1780-1914* (HB&W).

Hook, Sidney, *Marx and the Marxists* (Anvil, A 7).

________, *World Communism* (Anvil, A 62).

Josephson, Eric and Mary (eds.), *Man Alone: Alienation in Modern Society* (Dell, 5182).

Kohn, Hans, *Nationalism* (Anvil, A 8).

Kuhn, Thomas S., *The Structure of Scientific Revolutions* (Phoenix, P159).

Leavis, F.R., *Two Cultures? The Significance of C.P. Snow* (Pantheon).

Lee, Dorothy, *Freedom and Culture* (Spectrum, S-6).

Malcolm X and Haley, Alex, *The Autobiography of Malcolm X* (EverBC, B 146).

Masotti, Louis H. and Corsi, Jerome R., *Shoot-Out in Cleveland* (Bantam, NZ5333).

Matson, Floyd W., *The Broken Image* (Anchor, A 506).

McLuhan, Marshall, *Understanding Media: The Extensions of Man* (McGraw-Hill, 45436).

McNeill, William H., *The Contemporary World, 1914-Present* (Scott-Foresman 10).

Mills, C. Wright, *The Marxists* (Dell, 5470)

Morris, Desmond, *The Naked Ape: A Zoologist's Study of the Human Animal* (Dell, 6266 1).

Nelson, Benjamin (ed.), *Freud and the Twentieth Century* (Meridian, M45).

Neumann, Robert with Koppel, Helga, The Pictorial History of the Third Reich (Bantam, S2445).

Niebuhr, Reinhold, The Irony of American History (Scribner, 58).

Nomad, Max, Aspects of Revolt (Noonday, N212).

Ortega y Gasset, José, Man and Crisis (Norton, N121).

Pinkney, Alphonso, Black Americans (Spectrum, S-07739).

Report of the National Advisory Commission on Civil Disorders (Bantam, QZ4273).

Roth, Jack R. (ed.), World War I: A Turning Point in Modern History (Knopf, BH 2).

Schoenwald, Richard L. (ed.), Nineteenth-Century Thought: The Discovery of Change (Spectrum, S-129).

Shafer, Boyd C., Nationalism: Myth and Reality (HB&W, HB50).

Scott, Nathan A. Jr., The Broken Center (Yale, Y 206).

Shirer, William L., The Rise and Fall of Adolf Hitler (Random).

Snow, C.P., The Two Cultures: And A Seoond Look (Cambridge, CAM 576).

Snyder, Louis L., The Idea of Racialism (Anvil, A 66).

Taylor, Gordon R., The Biological Time Bomb (World).

Tucker, Robert C., The Marxian Revolutionary Idea: Essays on Marxist Thought and Its Impact on Radical Movements (Norton).

Ward, Barbara, Five Ideas That Change the World (Norton)

________, The Rich Nations and the Poor Nations (Norton)

Whitehead, Alfred North, Science and the Modern World (Free Press, FP 93519).

Williams, Charles, Witchcraft (Meridian, M62).

Williams, L. Pearce (ed.), Relativity Theory: Its Origin and Impact on Modern Thought (Wiley).

Wolfe, Bertram D., Marxism: One Hundred Years in the Life of a Doctrine (Delta, 5468).

Odds and Ends

A student must accept responsibility for educating himself, even in formal education, for the educated man is primarily self-educated. Each student should take full advantage of this course. What one receives from it, or from any course, is proportional to the effort put into it.

Any course, indeed any undertaking in life, must, however, have certain rules and regulations. Since such "administrivia" can be irritating, even debilitating, red tape in this course is minimal.

Grading:

The course is offered on a pass-fail basis. Students will not receive a traditional letter grade, and only pass (P) or fail (F) will be noted on the transcript at the end of each quarter. Students who fail any quarter will repeat the appropriate material in a subsequent year. The student will be evaluated periodically so that he is informed of the quality of his work.

Attendance and Evaluation:

Each student is expected to attend all functions of the course, including discussion sessions. Each will report his own attendance.

Every other week each student will submit an evaluation form to his discussion leader with comments about lectures, panels, movies, discussion sessions, etc. Forms will be provided for this purpose. Attendance should also be reported on them.

Discussion sessions:

The class has been divided into discussion sections. These sections provide a forum for dialogue about what the participants have heard, seen, and read, and help them integrate the material into a cohesive whole. Select upperclass students serve as discussion leaders. Except for the first meeting of the discussion groups, the time and place of meeting will be determined by the leader in consultation with his group. Assignments of students to discussion leaders are listed in a separate handout sheet.

Reading:

A list of required readings may be found on page 18. Each student is expected to read all of the books on the list. Specific reading assignments are incorporated into the syllabus. Required readings should be studied carefully and thoughtfully, not merely skimmed.

Students are encouraged to read more than is required; therefore, a list of supplementary readings is provided (p.18). Many of these books are available in the College Bookstore, most of them in paperback. Some may be read in one sitting. The art of skimming should be acquired by each student as early as possible in his college career.

Advising:

Students who have problems with the course or want to discuss ideas should talk with their discussion leader in the dormitory. The class has been broken into groups of fifty to sixty students with a faculty member assigned to each group (see handout sheet). These faculty members are available for conferences during their posted office hours. Appointments may also be arranged with Mr. Hoffman and Mr. Peters.

Position Papers:

Each student is expected to write position papers as assigned. Such papers serve to sharpen one's thinking and at the same time provide much-needed practice in writing. Sample position papers are included (pp. 10-17).

Papers marked "unacceptable" will have to be rewritten.

THE ADVANCE Tuesday Oct. 7 1969

'20th Century' Begins With Ups And Downs

Like the period with which it is concerned, Hiram's "Twentieth Century and It's Roots" course will apparently have its ups and downs.

Student reaction to the new program is mixed as it enters it's second week. The panel discussion on black militantism enjoys the distinction of being the most stimulating moment of the still-infant course, other parts of the course being less spectacular when judged by student opinion. The effectiveness of various facets of the program is dependent largely upon the personalities involved, explained Dr. Wilson Hoffman, Co-Director of the Course Committee.

Having begun September 23rd and ending June 4th, the course will bring to Hiram thirty-three guest speakers, forty films, and five distinctly artistic presentations.

Seventy six lectures will be given in addition to seven panel discussions, three poetry readings, a piano recital, a concert, a play, and one play reading.

The guest list includes such figures as philosopher Sidney Hook, Rabbi Richard Rubenstein, Cleveland Urbanologist Mr. W. Arthur LeMon, black studies expert Dr. William Banner, pianist Armenta Adams, and critic Dr. Thomas Hanna.

The basic format of the course lies in the Student operated discussion groups; surrounding that are the lectures and presentations. Course work will consist of position papers written by the students to be presented in discussion groups, and the required reading.

Arranged into three parts, the first quarter will consider the topics of alienation, racism, industrialization and the urban crisis, and modern science and its effect on society.

Winter quarter topics will be the image of man in literature and the arts, socialism and communism, the mind of man: philosohical antecedents of current views, nationalism, imperialism, population, poverty, and polution.

In the Spring quarter, the course will cover the topics of war and revolution, morality in contemporary society, responses to crisis: man's search for meaning.

Underlying the course will be the theme that twentieth century man may be contrasted with ninteenth century man. An explanitory pamphlet for the course states that "In general (19th Century man) believed that history progresses towards a better state of life...Ironically, the scientific and technological foundations which gave substance to the belief in progress have, in the twentieth century, produced some of man's most serious frustrations."

Special elements of the course will be its pass-fail nature, a student--run newsletter, and student-run classes at the end of the year. The newsletter is to provide a forum of student and faculty opinion of the course and include announcements pertaining to the course. The student classes will be programs arranged by the students in light of the overall course.

The course is the result of two years of planning by a task force appointed by President Elmer Jagow and assisted by S.E.A.C. Planning for the course now rests in the hands of an 11-man student-faculty committee headed by Dr. Hoffman and his colleague, Dr. Eugene Peters. Dr. Roland Layton, Mr. Paul Rochford, Mr. George Zack and Dr. Edward Rosser are other faculty members on the board, which includes students Bill Bruce, Steve Kaplan, Ed Kostansck, Paul Mason and Carole Rudich. Thirty-three other students head discussion groups.

HIRAM COLLEGE
1970 - 1971

XX

THE
TWENTIETH CENTURY
AND ITS ROOTS

THE TEACHING STAFF OF THE XX AND ITS ROOTS

Geoffrey Chapman		
Hale Chatfield	Assistant Professor of English	20 Bonney Castle
Michael Kempen		6959 Wakefield Rd
Roland Layton	Associate Professor of History	116 Hinsdale
Jeffrey Liebert		2 Dodge Court
James Parker		326 Agler
Kathleen Patton		322 Miller
Paul Rochford	Professor of Art & Director	Frohring Art
Edward Rosser	Professor of Chemistry	101 Colton-Turner
William Rudman		108 Dean
Jean Schlemmer	Assistant to the Director	Frohring Art
Warren Taylor	Distinguished Professor of The Humanities	21 Bonney Castle
Linda Thorpe		230 Booth
William Tipton		105 Dean
Ulpian Toney		181 Peckham
Martha Whelden		214 Henry

THE COURSE

A task force of faculty members was appointed in 1967 by President Elmer Jagow and commissioned to study the curriculum of Hiram College and propose changes where needed. The Task Force deliberated for a year and a half. During this time, the members became aware of what today is called "the need for relevance" in education. In order to help make the Hiram College curriculum relevant to the present day, with its fast tempo and multiple social, political and moral problems, the Task Force recommended a single, full-year course on the twentieth century for all freshmen. That recommendation was approved by the faculty, and a staff was appointed to put the course into operation beginning in the fall of 1969.

The course aims not only to deal with the central problems and issues which beset modern man, but to seek the roots of these problems. Thus, ideally, the freshman student will acquire a prospective on the twentieth century which will give him some understanding of where we are by a knowledge of how we got here.

THE TWENTIETH CENTURY AND ITS ROOTS is planned in such a way that the entire year is knit into a coherent whole, the topics being linked by their relationship with one another.

Experts in various fields will address the class throughout the year, and the course will be enriched by plays, panels, films, and musical offerings. Students will meet in small discussion groups to digest the content of the course with one another.

ODDS AND ENDS

Although this course is a departure from routine classroom procedures, students are expected to master its content in the ordinary measurable academic ways. It is the responsibility of each individual student to take full advantage of the possibilities offered in the course.

Any course or program as extensive and complex as the XX and its Roots must have certain rules and regulations. Since such administrivia can be irritating, even debilitating, red tape in this course is minimal.

ATTENDANCE AND EVALUATION

Each student is expected to attend all functions of the course, including discussion sessions. Each will report his own attendance on file cards handed in at the end of each session. On these file cards we ask that a brief evaluation of the lecture, panel, film, etc. be written. More elaborate evaluation forms will be distributed at the end of each of the major topics.

DISCUSSIONS SESSIONS

The class has been divided into discussion sections. These sections provide a forum for dialogue about what the participants have heard, seen, and read, and help them to integrate the material into a cohesive whole. Each discussion section will meet with a faculty leader every other session and with an upperclass student leader the sessions between. Discussion sessions will be scheduled at 11:30 every Wednesday when the program does not run longer than an hour. Wednesday evenings are reserved for discussion meetings as well. Since each faculty leader meets two sections each Wednesday, one of these must be in the evening. Assignments of students to discussion leaders are listed in a separate hand-out sheet.

Each professor with his two student assistants will be responsible for and to one fifth of the class. These supersections are referred to by the name of the teacher, e.g., the Rochford Fifth, the Chatfield Fifth, etc.

PROJECTS AND POSITION PAPERS

Each student is expected to write position papers as assigned. Such papers serve to clarify one's thought; they help get together the various components of the course. Sample position papers are included (pp 5-13).

Papers marked "unacceptable" will have to be rewritten and resubmitted for evaluation. Students who have writing problems will be referred to their advisor for aid.

READING

A list of *required* readings may be found on page 14. Each student is expected to read all of the books on the list. Specific reading assignments are incorporated into the syllabus. Required readings should be studied thoughtfully and carefully, not merely skimmed.

Students are encouraged to read more than is required; therefore, a list of *supplementary* readings is provided beginning on page 14. Many of these books are available in the college bookstore, most of them in paperback. Some may be read in one sitting. The art of skimming should be acquired by every student as early as possible in his college career.

ADVISING

Students who have problems with the course or want to discuss ideas should talk with their student discussion leader in the dormitory. Each student also has access to the faculty member assigned to his Fifth. These faculty members are available for conferences during their posted office hours. Appointments may also be arranged with Mr. Rochford and Miss Schlemmer.

VACHEL LINDSAY ROOM

The Vachel Lindsay Room in the library (second floor, front) has been set aside for use primarily by students of the XX AND ITS ROOTS. Periodicals and books pertinent to the course are available in the room, and occassionally special displays are provided. Faculty and discussion leaders drop in, and sometimes coffee is provided. The room is used for browsing, studying, and conversation. Every student is invited to take advantage of it.

NEWSLETTER

A XX AND ITS ROOTS NEWSLETTER will be published periodically throughout the year by students in the course under the direction of Mr. Rochford. This letter provides a forum for student and faculty opinion, includes announcements, and frequently poetry and fiction. Those interested in working on the NEWSLETTER should contact Mr. Rochford early in the quarter. Its success will depend entirely upon the members of the class, who, when assigned to the NEWSLETTER, will earn one activity credit each quarter for their work on it.

WRITING A POSITION PAPER

1. A position paper is different from a library research paper or a term paper. Most of the research is done inside the skull. This is not to say that sources may not be used, but only that they play a secondary role. Sources that are used should be footnoted.

2. A position paper should be written with a view to reading it aloud to a small discussion group as a discussion provoker.

3. Position papers are relatively brief-- three or four pages. Each paper must take a position with regard to some aspect of the major topic under discussion and provide a rationale upholding the position.

4. Enclosed are two samples: first, a student paper on which comments and criticisms have been written; second, the paper in rewritten form.

5. To help show how a good position paper is put together, there are headlines in the rewritten paper. Such headlines need not appear in your papers.
The headlines indicate the organization of the paper. They represent guidelines for the author. Thus, he must:

a. Indicate a position,
b. Set a context within which the position has relevance,
c. Define the problem (set its limits),
d. Relate the problem to personal interest or area of concern,
e. Justify the position (give its rationale), and
f. Conclude.

This particular outline may not apply to *your* papers.

REQUIRED READING

The following books are required reading and may be purchased in the college bookstore:

Alger, Horatio, *Ragged Dick and Mark the Match Boy* (Collier-Macmillan 04139).

Allen, Frederick Lewis, *The Big Change* (Bantam HC219).

Barnett, Lincoln, *The Universe and Dr. Einstein* (Bantam HA4202).

Camus, Albert, *The Stranger* (Vintage V2).

Cleaver, Eldridge, *Soul on Ice* (Delta-Dell 8163).

Crane, Stephen, *Maggie, Girl of the Streets* (Airmont 166).

Davy, Francis X. and Burkhart, Robert E., *Perspectives on Our Times* (Houghton Mifflin 3-13485).

Erlich, Paul, *The Population Bomb* (Ballantine 73031).

Jeffers, Robinson, *Selected Poems* (Vin. Random V295).

Kelley, William Melvin, *A Different Drummer* (Anch, Doubleday A678).

Laski, Harold J., *On the Communist Manifesto* (Vin. V399).

Mailer, Norman, *The Naked and the Dead* (Signal Y4087).

Muscatine, Charles and Griffith, Marlene, *The Borzoi College Reader* (Alfred A. Knopf Hardback).

Orwell, George, *Animal Farm* (Signal CT304).

Rubenstein, Richard, *After Auschwitz* (Bobbs-Merrill).

Steinbeck, John, *In Dubious Battle* (Comp. Viking Press).

Wright, Richard, *Native Son* (Harper Row P3055).

SUPPLEMENTARY READING

Ader, Emile B., *Socialism* (Barron).
Ardrey, Robert, *African Genesis* (Dell, 0036).
Arendt, Hannah, *Antisemitism* (HB&W, HB 131).

Arendt, Hannah, *Totalitarianism*(HB&W, HB 133).
______, *Between Past and Future: Six Exercises in Political Thought* (Meridian, M151).
Aron, Raymond, *The Century of Total War* (Beacon, BP 3).
Arons, Arnold and Bork, Alfred (eds.), *Science and Ideas: Selected Readings* (Prentice-Hall).
Barzun, Jacques, *Race: A Study in Superstition* (Harper, TB 1172).
Bentley, Eric, *The Playwright as Thinker* (Meridian, M 6).
Berlin, Isaiah, *Karl Marx: His Life and Environment* (Galaxy, GB25).
Berry, Brian and Meltzer, Jack (eds.), *Goals for Urban America* (Spectrum, S-172).
Brinton, Crane, *The Anatomy of Revolution* (Vintage V44).
Bronowski, Jacob, *The Identity of Man* (Natural Hist, B15).
Brunn, Geoffrey, *Nineteenth Century European Civilization: 1815-1914* (Galaxy, BG 36).
Carson, Rachel, *The Silent Spring* (Crest, T681).
Denbeaux, Fred J., *The Premature Death of Protestantism* (Lippincott).
Eiseley, Loren, *Darwin's Century* (Anchor, A 244).
_______, *The Immense Journey* (Vintage, V157).
Feynman, Richard, *The Character of Physical Law* (MIT66).
Fortas, Abe, *Concerning Dissent and Civil Disobedience* (Signet).
Gardiner, Martin, *Relativity For Millions*(Pocket Books, PB 95011).
Grier, William H. and Cobbs, Price M., *Black Rage* (Bantam, N3931).
Henderson, W.O., *The Industrialization of Europe* (HB&W).
Hook, Sidney, *Marx and the Marxists*(Anvil, A 7).
____, *World Communism* Anvil, A62).
Josephson, Eric and Mary (eds.), *Man Alone: Alienation in Modern Society* (Dell 5182).
Kohn, Hans, *Nationalism* (Anvil, A 8).
Kuhn, Thomas S., *The Structure of Scientific Revolutions* (Phoenix, P159
Langer, Suzanne, *Problems of Art* (Scribner, SL35).
Leavis, F.R., *Two Cultures? The Significance of C.P. Snow* (Pantheon).
Lee, Dorothy, *Freedom and Culture*(Spectrum, S-6).
Malcolm X and Haley, Alex, *The Autobiography of Malcolm X* (EverBC, B 146).
Masotti, Louis H. and Corsi, Jerome R., *Shoot-Out in Cleveland* (Bantam, N25333).
Matson, Floyd W., *The Broken Image* (Anchor, A 506).
McLuhan, Marshall, *Understanding Media: The Extensions of Man* (McGraw-Hill, 45436).
McNeill, William H., *The Contemporary World, 1914-Present*(Scott-Foresman 10).
Mills, C. Wright, *The Marxists*(Dell, 5470).
Morris, Desmond, *The Naked Ape: A Zoologist's Study of the Human Animal* (Dell, 6266 1).
Nelson, Benjamin (ed.), *Freud and the Twentieth Century*(Meridian, M45).
Neumann, Robert with Koppel, Helga, *The Pictorial History of the Third Reich*
Niebuhr, Reinhold, *The Irony of American History*

Nomad, Max, *Aspects of Revolt* (Noonday, N212).
Ortega y Gasset, Jose, *Man and Crisis* (Norton, N121).
Pinkney, Alphonso, *Black Americans* (Spectrum, S-07739).
Report of the National Advisory Commission on Civil Disorders (Bantam, QZ4273).
Roth, Jack R. (ed.), *World War I: A Turning Point in Modern History* (Knopf, BH 2).
Schoenwald, Richard L. (ed.),*Nineteenth-Century Thought: The Discovery of Change* (Spectrum, S-129).
Shafer, Boyd C., *Nationalism: Myth and Reality* (HB&W, HB50).
Scott, Nathan A. Jr., *The Broken Center* (Yale, Y 206).
Shirer, William L., *The Rise and Fall of Adolf Hitler* (Random).
Snow, C.P., *The Two Cultures: And a Second Look* (Cambridge, CAM 576).
Snyder, Louis L., *The Idea of Racialism* (Anvil, A 66).
Taylor, Gordon R., *The Biological Time Bomb* (World).
Tucker, Robert C., *The Marxian Revolutionary Idea: Essays on Marxist Thought and Its Impact on Radical Movements* (Norton).
Ward, Barbara, *Five Ideas That Changed the World* (Norton).
____, *The Rich Nations and the Poor Nations* (Norton).
Whitehead, Alfred North, *Science and the Modern World* (Free Press, FP935
Williams, Charles, *Witchcraft* (Meridian, ,62).
Williams, L. Pearce (ed.), *Relativity Theory: Its Origin and Impact on Modern Thought* (Wiley).
Wolfe, Bertram D., *Marxism: One Hundred Years in the Life of a Doctrine* (Delta, 5468).

ASSIGNMENT CALENDAR

September

Mon	Tu	Wed	Thur	Fri
		23 Davy & Burkhart Perspectives pp 1-9,67-71, & 275-278	24 Davy & Burkhart Perspectives pp 106-111, 27-32, & 72-79	
28 Davy & Burkhart Perspectives pp 48-65		30 Project #1 DUE		

WARNING

Not much to read on this page, but several books coming up on the next one.

SYLLABUS

THE TWENTIETH CENTURY AND ITS ROOTS

FIRST QUARTER

September

(1) 21 M Paul A. Rochford, Director, The Twentieth Century and Its Roots
Introduction of faculty, description of mechanics of the course, responsibilities of faculty, students and discussion leaders. Comments on the theme of the course and some of its theses. Preparation for two polarized views of the present state of turmoil.

ASSIGNMENT # 1: (due 30 September)

Write a position paper, using one of the following titles:
We are in the midst of a good revolution in nearly all aspects of our lives
We are currently in a revolution that is causing a deterioration of life in the XX
The apparent revolution is an illusion occurring on the noisy fringes

POLARIZATION

Does everyone recognize that a revolution is under way and the conservatives do not like it, or does the conservative perception of things deny that a revolution is happening? Do traditional values (property, the good life) prevail with the majority of Americans? Are we now in the process of stepping backward from radicalization? Is there a general move toward the middle, or will things get wilder before they get tamer? Does the conscious movement in the direction of moral abdication on the part of artists, writers, scientists, and the like represent a revolt? If so, is this a revolt against the values of our society? If this should be the case, may it be conceived as a revolt back to what we understand as the traditional value structure of earlier times, or is it rather, in the light of new attitudes, a revolt against the idea of value itself? Does it constitute a denial of the meaningfulness of the human enterprise?

(2) 23 W The Conservative Perception
Lecture: Frank S. Meyer, National Review

(3) 24 Th The Anti-Conservative Perception
Lecture: Professor Sidney Peck, CWRU

(4) 28 M The Two Perceptions of our Current Predicament
Review and Critique: Professor Hale Chatfield, Hiram
Professor Eugene Peters, Hiram

ASSIGNMENT CALENDAR

September – October

Mon	Tu	Wed	Thur	Fri
		30 Project #1 DUE TONIGHT	1 Borzoi Reader pp 59-73 & 800-807	2
5 Borzoi Reader pp 137-142 & 575-600 Davy & Burkhart Perspectives pp 186-191 & 380-400	6	7 Borzoi Reader pp 56, 763-769 & 789-799	8 Borzoi Reader pp 3-26 Davy & Burkhart pp 34-43,142-160 & 167-172	9

Nope.

Still not much reading
assigned on this page,
but on 15 October:

The Naked And The Dead
Maggie, Girl Of The Streets
and
Ragged Dick

September

(5) 30 W Films: *Operation Abolition*
Operation Correction
These two films demonstrate that the same body of facts may be perceived as having entirely different implications when viewed from a conservative and an anti-conservative standpoint.

PROJECT # 1 DUE TONIGHT AT DISCUSSION SESSION

October

ASPECTS OF UNCERTAINTY

THE CONSTRUCTION OF MEANING IN A MEANINGLESS UNIVERSE

In a world that lends itself to the most polarized of interpretations, how can the individual have confidence in any interpretation? How do we construct a picture of reality that we can live with? How do we fit man into the scheme of nature? Can man understand the nature of his current predicament in the light of a larger framework?

(6) 1 Th The Artistic Search
Lecture: Professor Paul A. Rochford, Hiram
The dilemma of the modern artist who must make meaningful images in a disoriented world.

(7) 5 M The Scientific Search
Lecture: Professor Edward B. Rosser, Hiram
The new moral and political problems of the scientist in the atomic age.

(8) 7 W The Poetic Search
Lecture: Professor Hale Chatfield, Hiram
The role of language in the construction of meaning.

(9) 7 W Evening Performance: Cleveland String Quartet

(10) 8 Th The Human Search
Lecture: Professor Warren Taylor, Hiram
The exercise of the mind; searching for the sake of the search; the intellect as an erogenous zone.

Mon	T	Wed	THURSDAY	Fri
12 Read a head for Thursday →	13	14 Project #2	15 Norman Mailer: THE NAKED AND THE DEAD Stephen Crane: MAGGIE, GIRL OF THE STREETS Horatio Alger: RAGGED DICK	16 films this weekend →
19 ditto →	20	21 Project #3	22 Richard Wright: NATIVE SON Frederic Lewis Allen: THE BIG CHANGE and in the Borzoi Reader, pp 338-359 John Steinbeck: IN DUBIOUS BATTLE	23
26				

Mon	T	Wed	T
12 Read a head for Thursday →	13	14 Project #2	15 Nor Ste Hor
19 ditto →	20	21 Project #3	22 Ric Fre Bor Joh
26			

THURSDAY	Fri
rman Mailer: THE NAKED AND THE DEAD ephen Crane: MAGGIE, GIRL OF THE STREETS ratio Alger: RAGGED DICK	16 films this weekend →
chard Wright: NATIVE SON ederic Lewis Allen: THE BIG CHANGE and in the rzoi Reader, pp 338-359 n Steinbeck: IN DUBIOUS BATTLE	23

REVELATIONS OF OUR CURRENT PREDICAMENT

I

October

(11) 12 M The revolutionary Viewpoint Revealed in Folk Lore and Folk Music
Performance: Stuart Bernstein
Bruce Hutton, Hiram

II

(12) 14 W Manifestations of the Conservative-Anti Conservative Points of View on the Campus
Presentation: The Rochford Fifth

PROJECT #2 DUE TODAY AT DISCUSSION SESSION

III

(13) 14 W 7:30 P.M.
Inflation of Popular American Music: A Satire
Performance: Joe Blanche, Hiram

LIFE IN THE XX

Through films, testimony, short talks and the like we want to get at the quality of life in our century. What has it been like to live in the XX?
How has the flavor of experience changed from one period to another (roaring '20's, depressed '30's, etc.)?

(14) 15 Th The XX Examined

(15) 16 Fri XX FLICKS: *Little Caesar* (Hayden, 7:30 P.M.)

(16) 17 Sat *Twelve O'Clock High* (Hayden, 2:00 P.M.)

(17) 17 Sat *The Burmese Harp* (Hayden, 7:30 P.M.)

(18) 18 Sun *All The King's Men* (Hayden, 2:00 P.M.)

(19) 19 M The XX Examined

(20) 21 W The XX Examined

PROJECT # 3 DUE TODAY AT DISCUSSION SESSION

Components of Our Current Predicament I

(21) 22 Th The Student Revolution and Higher Education
Lecture: Geoffrey Chapman, Hiram

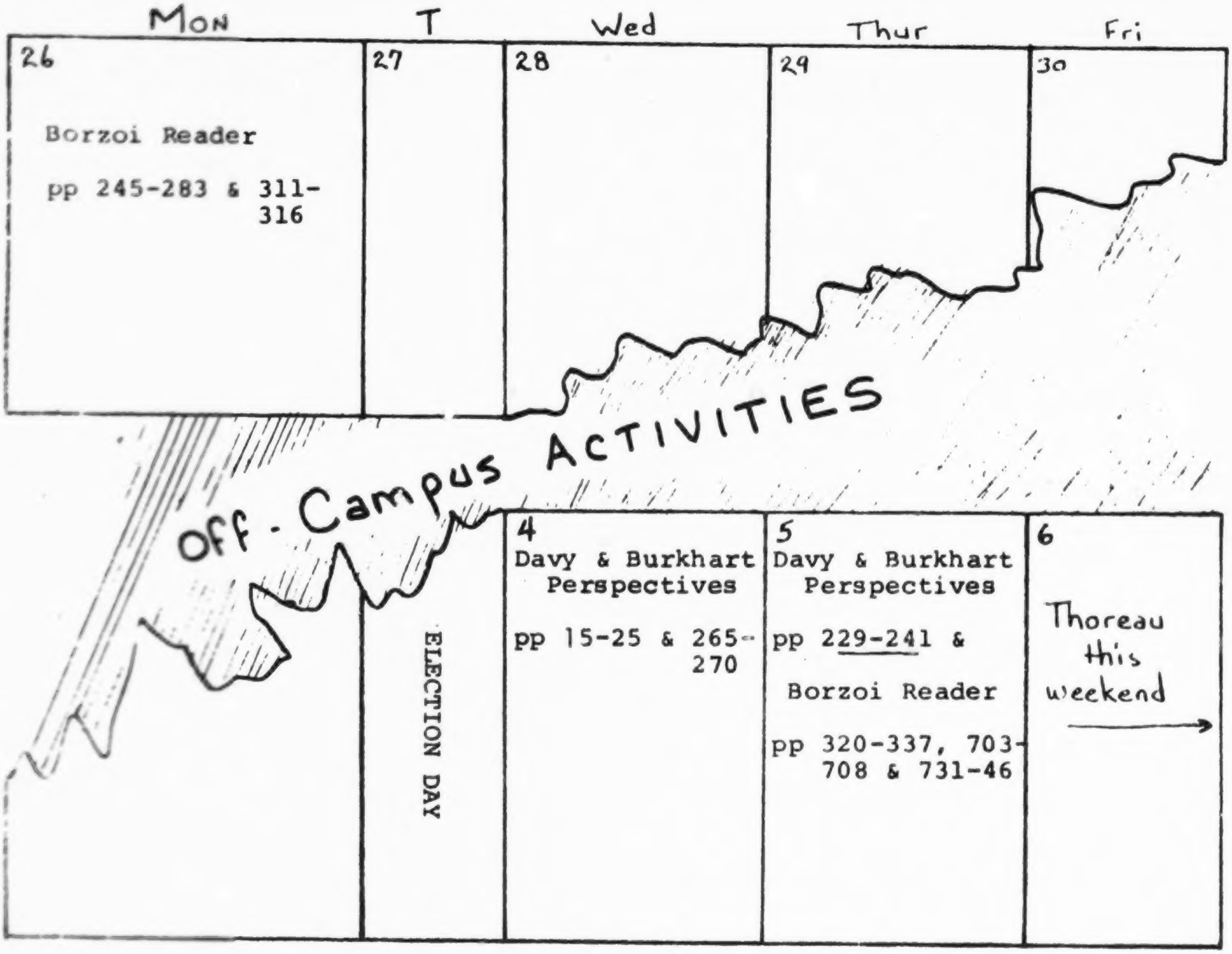
The Revolution of Youth
Lecture: Professor Alan Langdon, Hiram

The Civil Rights Movement
Lecture: Professor Hale Chatfield, Hiram

The Intellectual Revolution and the Post-Modern Mind
Lecture: Professor Kimon Giocarinis, Hiram

ASSIGNMENT CALENDAR

October – November



Mon	T	Wed	Thur	Fri
26 Borzoi Reader pp 245-283 & 311-316	27	28	29	30
	ELECTION DAY	4 Davy & Burkhart Perspectives pp 15-25 & 265-270	5 Davy & Burkhart Perspectives pp 229-241 & Borzoi Reader pp 320-337, 703-708 & 731-46	6 Thoreau this weekend →

Off-Campus Activities

COMPONENTS OF OUR CURRENT PREDICAMENT II

October

(22) 26 M Moral Revolution: The Breakdown of Obsolescent Systems
Lecture: Professor Paul A. Rochford

New Morality, Personal Responsibility, and Situational Ethics
Lecture: Bill Rudman, Hiram

Scientism and the Technological Revolution
Lecture: Professor Edward Rosser, Hiram

Pollution and Population
Lecture: Professor James Barrow, Hiram

28 W Off-Campus Activities

November

3 T Election Day

AFTERMATH OF THE INDUSTRIAL REVOLUTION:
THE QUANTIFICATION OF MAN

To what extent may the change in the flavor of life be charged against the industrial revolution? Does man live in a mental climate that was brought about by science? Has technology, in contributing to our welfare, created more problems than it has solved? Who or what is to blame for the urban crisis, the revolution in morality? Why do we find it distasteful to be numbered by computers, but not to be kin to apes? Does man project a different self-image because of Darwin? Is an evolutionary change necessarily for the better?

(23) 4 W Urban Crisis (Ballroom)
Lecture: Dr. Ben Richardson, Church Federation of Greater Chicago

(24) 4 W Films: Lewis Mumford on the City
(Ballroom: 4:00, 7:00, or 8:15 p.m.)

(25) 5 Th Urban Crisis: Architecture and City Planning
Lecture: Victor Christ-Janer, architect

(26) 6 F *The Night Thoreau Spent in Jail* (Hayden, 8:00 p.m.)

7 Sa *The Night Thoreau Spent in Jail* (Hayden, 8:00 p.m.)

ASSIGNMENT CALENDAR

November – December

Mon	T	Wed	Thur	F	
9 Davy & Burkhart Perspectives pp 401-408 Borzoi Reader pp 46-56	10	11	12 Borzoi Reader pp 674-699	13	
16 Borzoi Reader pp 610-645	17	18 Davy & Burkhart Perspectives pp 133-142 Borzoi Reader pp 569-574,594-600	19 Robinson Jeffers: SELECTED POEMS	20	
23	24	25 Project #4 DUE today (Discussion Only)	26	27	
30	1	2	3	four	
7 Borzoi Reader pp 96-100 Beard's introduction to Bury's IDEA OF PROGRESS	8 registration and reading day	9 ← Final Exams →	10	11	12

November

(27) 9 M Morality and the Business Ethic
Lecture: Mark Logan, American Home Products

(28) 11 W Film: *Death of a Salesman*
Lecture: Professor Keith Leonard, Hiram

(29) 12 Th Society and Technology
Lecture: Dr. Juergen Schmandt, Harvard

(30) 16 M The Industrial Revolution
Lecture: Professor John Strassburger, Hiram

(31) 18 W The Scientific Revolution and Man's View of the World
Lecture: Professor G. W. Morgan, Brown

(32) 19 Th The Scientific Revolution and Man's View of the World
Lecture: Professor G. W. Morgan, Brown

(33) 23 M The Revolutionary State of Mind
Presentation: The Chatfield Fifth

(34) 25 W Discussion Group

PROJECT #4 DUE

(35) 30 M Darwin and the Idea of Evolution
Lecture: Professor James Barrow, Hiram

December

(36) 2 W Social Darwinism (Ballroom)
Lecture: Professor Kimon Giocarinis, Hiram

(37) 3 Th The Impact of Science, Technology and Industrialism on Society
Presentation: Taylor Fifth

(38) 4 F *Tartuffe* (Hayden, 8:00 p.m.)

5 Sa *Tartuffe* (Hayden, 8:00 p.m.)

(39) 7 M The Idea of Progress
Lecture: Professor Kimon Giocarinis, Hiram

ASSIGNMENT CALENDAR

January

Mon	T	Wed	Thur	F
4 Borzoi Reader pp 130-154,164-214, 294-300 & 316-319	5	6 Borzoi Reader pp 215-242 Rubenstein: AFTER AUSCHWITZ,pp 1-44	7 Davy & Burkhart Perspectives pp 10-14 Borzoi Reader pp 25-31,406-415	8
11 Borzoi Reader pp 472-476	12	13 George Orwell ANIMAL FARM	14 Davy & Burkhart Perspectives pp 177-184 Borzoi Reader pp 74-85 & 774-779	15
18	19	20	21	

SECOND QUARTER

January

THE INDIVIDUAL AND THE STATE

The authority of national custom and mass opinion has often been asserted to be overwhelming. Does this mean that individual freedom is simply illusory? What freedom does an individual have to defy established conventions and mass opinion? Is it not necessary to construct and submit to a high degree of political order in order to preserve liberty? If so, how does one know where to stop? What formula details the quantity of order that stops short of tyranny, the quantity of liberty that stops short of anarchy? If these are mutually complementary characters, each of which is essential to the preservation of the other, how do we make our political determinations so as to achieve the balance we desire?

(40) 4 M The Charter of American Individualism
Lecture: Professor Warren Taylor, Hiram

(41) 6 W Films: *Triumph of the Will*
The Witnesses (Hayden, 7:30 p.m.)

(42) 7 Th Totalitarianism in Germany
Lecture: Professor Robert Neil, Oberlin

(43) 11 M Language and Thought Control
Lecture: Dr. Fred Bissell

Does tyranny nearly always come about in the almost inevitable way suggested by Orwell's two fables? Is it true that we must be constantly on guard against the loss of political liberty in order to avoid losing it?

(44) 13 W Film: *1984*

(45) 14 Th The Social Vision of George Orwell
Lecture: Professor Carey McWilliams, Brooklyn College

(46) 18 M A Shift in Perspective from the Individual's Relation to the State to the Relationship of the Authoritarian State to the Power of Ideologies
Lecture: Professor Warren Taylor, Hiram

FEBRUARY

Monday	t	Wed	Thurs	F
		20 Harold J. Laski: ON THE COMMUNIST MANIFESTO, PP 130-179 Project #5 due tonight	21 Harold J. Laski: ON THE COMMUNIST MANIFESTO, pp 1-105	22
25 Harold J Laski: ON THE COMMUNIST MANIFESTO, pp 109-123	[illegible]	27	28	[illegible]
1	2	3	4	5
8	9	10		

January

(47) 20 W Opera: *The Consul*

A local production by the freshmen under the auspices of the departments of theater and music.

PROJECT #6 DUE TONIGHT AT DISCUSSION SESSION

IDEOLOGIES AND POWER

Is it the case that an idea propounded in the right circumstances has the power to affect lives of millions? What are the varieties of fruit that Karl Marx has borne in Russia, in China, in Latin America, in the U.S? To what ends do ideologies operate? Is communism the opposite of capitalism rather than of democracy? Are there democratic communist states, totalitarian capitalist states? Can internationalism be the co-operation of states having different ideologies?

(48) 21 Th Varieties of Socialism
Lecture: Professor Louis Patsouras, Kent

(49) 25 M Karl Marx, Man of His Age
Lecture: Professor Ronald Suny, Oberlin

(50) 27 W Marxism: Hope of the Future
Lecture:

(51) 28 Th Marxism: Remnant of the Past
Lecture: William A. Rusher, *National Review*

February

(52) 1 M Ideology and Power in Latin America
Lecture: Professor George Melnykovich, Hiram

(53) 3 W Communism in China
Lecture: Professor William Griffith, MIT

(54) 3 W Evening Performance: African Heritage Dance and Music Ensemble

(55) 4 Th Film: *Red China*

(56) 8 M Communism in Russia
Lecture: Alfred Levin, Kent

(57) 10 W Democracy in America
Lecture: Professor John Strassburger, Hiram

February - March

Mon	T	Wed	Thur	F
			11 Davy & Burkhart Perspectives pp 365-367	12
15 Davy & Burkhart Perspectives pp 334-351	16	17	18	19
22 Paul Erlich THEPOPULATION BOMB	23	24 Davy & Burkhart Perspectives pp 200-219 Project #6 DUE	25	26
1	2	3 Borzoi Reader p 488-493	4 Borzoi Reader pp 446-460	5
8	9	10 PROJECT #7	11	NO
15 Registration	16 ← Final Exams →	17	18	

Note: there will be two books due third day of next quarter. Better read during recess.

(58) 11 Th Capitalism in the U.S.
Lecture: Professor C. H. Cramer, CWRU

(59) 15 M Nationalism
Lecture: Professor Kimon Giocarinis, Hiram

(60) 17 W Internationalism: The Antidote
Lecture: Professor Arthur Larson, Duke

PLANET SURVIVAL

While you are reading these words four people have died of starvation. Most of them children----**Paul Ehrlich**

(61) 18 Th Classical Formulations of the Population Problem
Lecture: Professor William Palmer, Hiram

(62) 22 M Overpopulation Awareness
Lecture: Dr. David Burleson, Carolina Population Control Center

February

(63) 24 W Film: *Project Survival*

PROJECT #6 DUE TONIGHT AT DISCUSSION SESSION

(64) 25 Th Problems of Food Supply
Lecture: Professor Edward Rosser, Hiram

(65) 1 M The Biological Time Bomb
Lecture: Professor Dwight Berg, Hiram

(66) 3 W Poverty in the U.S.
Lecture: Mrs. Lucille Huston, Cooperative Urban Studies Center

(67) 4 Th The Relevance of an Ecological Microcosm
Lecture: Professor Steven Kress, Antioch

(68) 8 M The Individual Ploouter
Lecture: Professor James Barrow, Hiram

(69) 10 W A Chemist's View of Soil, Air, and Water Pollution
Lecture: Professor Joseph Denham, Hiram

PROJECT #7 DUE TODAY AT DISCUSSION SESSION

(70) 11 Th Planet Survival
Presentation: The Rosser Fifth

ASSIGNMENT CALENDAR

March April

Mon	T	Wed	Thur	F
29 Davy & Burkhart Perspectives pp 93-99 & 112-119	30	31 Eldridge Cleaver: SOUL ON ICE William Melvin Kelly: A DIFFERENT DRUMMER	1 Borzoi Reader pp 493-502	2
5	6	7	8 Borzoi Reader pp 502-510	9
12	13	14 Borzoi Reader pp 465-471 Rubenstein: AFTER AUSCHWITZ, pp 157-175	15	16
[illegible]				

THIRD QUARTER

March

ALIENATION

What happens when people are alienated? Is it possible to be alienated without being alienated from something? What are the causes behind the three forms of alienation presented here? How have they come about? Do the alienated (the young, the black, the women) have good cause to feel as they do?

(71) 29 M The Role of the Intellectual Black in the White Man's World
Lecture: Professor Otey Scruggs, Syracuse

(72) 31 W Black Militantism
Lecture: Professor Edward Crosby, Kent
Panel: Lonnie Edmunson, Zelma George, Isiah Williams

(73) 31 W Evening Performance: *To Be Young, Gifted, and Black*
The New York Company

April

(74) 1 Th The Generation Gap
Lecture: Professor Hale Chatfield, Hiram

(75) 5 M The Generation Gap
Panel: Jeff Liebert, Marnie Whelden, Paul Martin, Thorn Pendleton

(76) 7 W Film: *Nothing But A Man*

(77) 8 Th Controversy and Politics of the Moynihan Report
Lecture: Barry Brooks, Student, Harvard Medical School

(78) 12 M Film: *Where Is Prejudice?*

(79) 14 W The Origins Of Racism
Lecture:

(80) 15 Th The Moderate Black
Lecture:

(81) 19 M The Origin and History of Women's Liberation
Lecture: Nubra Watson, Graduate Student, Brandies

Monday	Tu	Wed	Thurs.	F
		21 Plain Dealer Series, May 1970	22 Borzoi Reader pp 101-115 & 155-164	23
26 Selections (to be made later) from Lincoln Barnett's THE UNIVERSE AND DR. EINSTEIN	27	28	29	30
3 Rubenstien: AFTER AUSCHWITZ,pp 267-287	4	5 a week from today, all of Camus will be due. Rubenstein: AFTER AUSCHWITZ,pp 191-207 & 227-264	6 Rubenstein pp 61-111	

April

(82) 21 W The Liberated Woman Today (Ballroom)
Lecture:

PROJECT # 8 DUE TODAY

(83) 22 Th Women's Lib on Campus
Panel: Officers Of The Local Chapter

THE SEARCH FOR MEANING IN THE POST MODERN ERA

How can the individual reconcile his freedom to formulate his own inner beliefs with the external pressures of the state, society and established religion? Where should man look for the sources of personal convictions -- in reason? experience? science? traditional religion? Is there a chance of asserting individual beliefs? Can they be made the basis of action? How does one fit the whole atomic-age problem of the moral responsibility of the scientist for the weapons he creates into this? (Einstein was a sweet kindly bushy-haired fellow who initiated all the trouble we're in today). Does Camus in The Stranger *describe the human situation with utter despair? How do you compare and contrast in your mind the withdrawal to be found in Camus with that to be found in Thoreau? Have they the same flavor? Do they spring from different ethical frameworks?*

(84) 26 M Einstein, Planck, Heisenberg and Relativity
Lecture: Professor Edward Rosser, Hiram

(85) 28 W Relativism and Cubism
Lectures: Professor Kimon Giocarinis, Hiram
Professor Paul A. Rochford, Hiram

(86) 29 Th Freud and His Impact
Lecture: Professor Warren Taylor, Hiram

May

(87) 3 M The Sexual Revolution and the Future of Sex
Lecture: Professor Paul A. Rochford, Hiram

(88) 5 W Religious Man: Crisis in Judaism
Lecture: Professor Richard Rubenstein, Florida

(89) 6 Th Religious Man: Crisis in Christianity
Lecture: Professor Richard Rubenstein, Florida

Monday	Tu	Wednesday	Thursday	Fr.
10	11	12 Albert Camus: THE STRANGER Project #9 DUE	13	14
17 Borzoi Reader pp 665-673	18	19	20 Davy & Burkhart Perspectives pp 192-199	21
24 Borzoi Reader pp 749-763	25	26 Project #10 DUE	27	28
31	1	2	3	4
7 ← Final Exams →	8	9	10	

May

(90) 9 Sun Evening Performance: Warrer Symphony

(91) 10 M Secular Man: Bodies in Revolt
Lecture: Professor Thomas Hanna, Florida

(92) 12 W Themes of Alienation in Modern Painting and Theater
Lectures: Professor George Schroeder, Hiram
Professor Keith Leonard, Hiram

PROJECT # 9 DUE

(93) 13 Th Reaction to the Rational: Return to the Occult
Lecture:

(94) 17 M Cybernetics and its Implications
Lecture:

(95) 19 W The Computer: A Discussion of Form and Function
Lecture: Professor Edward Rosser, Hiram

(96) 20 Th The Computer as Alienator
Lecture:

(97) 24 M The Current Scene in Various Kinds of Sounds
Lecture:

(98) 24 M Evening Performance: Fresh Music Group

(99) 26 W Abstract Expressionist Painting and Concrete Poetry in Response to the Bomb
Lectures: Professor Paul A. Rochford, Hiram
Carl Fernbach-Flarsheim, Poet

PROJECT # 10 DUE

(100) 27 Th The Disintegration of Painting and Sculpture
Lecture: Carl Fernbach-Flarsheim

(101) 31 M Science as the Major Art of the XX
Lectures: Professor Paul A. Rochford, Hiram
Professor Eugene Peters, Hiram

June

(102) 2 W Multi-media: The Scientific Art
Performance: The Layton Fifth

THE TWENTIETH CENTURY COURSE

1971-72

This required three-quarter course is an introduction to some representative major concerns of the twentieth century and of the arts and sciences. Its intent is to inform and enrich the student's awareness of the intellectual, aesthetic and ethical responsibilities of educated men and women--because a genuinely educated free citizen in a free society sees the whole of life and himself as a responsible and creative individual in it.

A course not in specialized but in general education, it has three goals:

1--to widen the student's perspective and outlook (How much do we see, know, and foresee about our shared interests?)

2--to invite reflections (What alternative interpretations of our experiences and policies to guide our actions confront us?)

3--to strengthen informed choices, decisions, and judgments--because human purposiveness and command over experience require that each individual confront issues and choices with an integrated knowledge, sensitiveness, and ability to choose and judge within himself (How well do we frame policies? When those policies are enacted in events, what consequences and benefits follow? For whom?)

The units of the course include:

FALL QUARTER

Man and Nature: Civilization, Science, and History. This unit focuses on man's ethical ideals; the creation and meaning of civilized man and of civilization, especially the civilizations of Africa, China, and India; the questions, answers and achievements of the sciences; interpretations of human history and motivations beneath human conduct; cultures and counter cultures.

WINTER QUARTER

The Future of Man. This quarter the attention is on man's responsibilities in sustaining and enlarging life today and tomorrow, and on the analysis, comparison, and evaluation of major concepts: economic and political power; revolution; imperialism; nationalism; fascist and communist ideologies; democracy; the causes and prevention of war; world government; the uses of energy; new forms in art, architecture, and music.

SPRING QUARTER

The Future of America. This unit focuses on ideals and actualities in both foreign and domestic policies: American relations with Russia, China, and Latin America; the future of the American economy, of natural resources, the family, racial minorities, American cities, and Constitutional civil rights.

The subject for each week is explored through assigned readings, briefing sessions, lectures by visiting scholars and faculty, small discussion groups, short papers, and films.

HIRAM COLLEGE THE TWENTIETH CENTURY COURSE

First Quarter, 1971-1972

MAN AND NATURE: CIVILIZATION, SCIENCE AND HISTORY

Wednesday		
Sept. 15	Ethical Ideals in World Religions	Royce Gruenler, Hiram College
Sept. 22	The Buddha's View of Life	Donald Swearer, Swarthmore College
Sept. 29	The World of Nature	Theodore Voneida, Case Western Reserve University

AN INTRODUCTION TO NON-WESTERN CIVILIZATIONS

Oct. 6	China	Francis L.K. Hsu, Northwestern Univ.
Oct. 13	Africa	Dorothy Martin, Oberlin College
Oct. 20	India	Amiya Chakravarty, The State Univ. of New York at New Paltz

SCIENCE

Oct. 27	Science: Its Questions and Answers	Lawrence Becker, Hiram College
Nov. 3	Twentieth Century Achievements in Medicine	Eugene Hirsch, Case Western Reserve University
Nov. 10	Psychological Bases of Human Conduct	Ralph Cebulla, Hiram College

HISTORY

Nov. 17	Interpretations of Human History	Richard T. Vann, Wesleyan Univ.
Nov. 24	Cultures and Counter Cultures	Hale Chatfield, Hiram College

Second Quarter, 1972

THE FUTURE OF MAN

Jan. 5	Revolution and Economic and Political Power: Varieties and Consequences	Wilson Carey McWilliams, Rutgers, The State Univ. of New Jersey
Jan. 12	Imperialism and Nationalism	Kimon Giocarinis, Hiram College
Jan. 19	Totalitarianism in Germany	Robert Neil, Oberlin College
Jan. 26	The Causes and Prevention of War	Dean Pruitt, The State Univ. of New York at Buffalo
Feb. 2	The Third World: Africa	____________________
Feb. 9	The Social Vision of Martin Luther King, Jr. and Mahatma Gandhi	Fred L. Steen, Mt.Zion Baptist Church, Oberlin Prosanta Saha, Case Western Res. Univ
Feb. 23	10:30 a.m. - Energy: Forms, Uses and Consequences 7:30 p.m. - Man's Need for Religion: Present and Future	Edward Rosser, Hiram College The Venerable Mahathera D.Piyanada, The Buddhist Vihara Soc.,Wash.,D.C
Mar. 1	New Forms in Architecture	Kenneth Severens, Oberlin College
Mar. 8	World Government: The United Nations	____________________

Third Quarter, 1972

THE FUTURE OF AMERICA

I. Foreign Policy: Ideals and Actualities		
March 29	The Foreign Policies of Woodrow Wilson	Arthur Link, Princeton University
April 5	China	Charles Hayford, Oberlin College
April 12	Russia	C.H. Cramer, Case Western Res. Univ.
April 19	Latin America	George Melnykovich, Hiram College
II. Domestic Policies: Ideals and Actualities		
April 26	The Future of the American Economy	Arthur M. Okun, Brookings Institution
	The Military-Industrial Complex	Sidney Lens, author, The Military-Industrial Complex
May 3	The Future of American Natural Resources	
May 10	The Future of the American Family	Albert McQueen, Oberlin College
May 17	The Future of Race Relations in America	
May 24	The Future of American Cities	Leo Kadanoff, Brown University Norman Krumholtz, Director, Cleveland City Planning Commission
May 31	The Future of Civil Liberties in America	

APPENDIX 8

EVALUATION OF THE TWENTIETH CENTURY COURSE

A. A report on the First Year of the Twentieth Century Course, Will Hoffman, Co-director.
B. Report on the Twentieth Century and Its Roots Course, Eugene Peters, Co-director.
C. Selected Comments by Upperclass Discussion Leaders
D. Selected Freshman Comments on the 20th Century Course, First Quarter.
E. Selected Freshman Comments on the 20th Century Course, Third Quarter
F. A report on the Twentieth Century and Its Roots Course, 1970-71, Paul A. Rochford, Director.
G. Report on 1971-72 Student Questionnaires.

A REPORT ON THE FIRST YEAR OF THE TWENTIETH CENTURY COURSE

by Wil Hoffman

The following evaluation of The Twentieth Century and Its Roots is based upon my intimate association with the course over the past two years. My work with the course has been a frustrating and enervating experience, though I have undoubtedly broadened my intellectual horizons, gained administrative experience (though unwanted), and been associated with an educational experiment. The course consumed most of my mental and physical energies oftentimes to the detriment of my teaching duties and my development as a professional historian.

My relationship with the course and the tone of this report might well be the product of a number of factors. I am not, for example, a specialist in the nineteenth and twentieth centuries. The present century in fact is one of my weakest both in knowledge and interest. For this reason, I was exceedingly reluctant to become codirector. I felt then, and I believe even more strongly now, that the first qualification of a director should be his knowledge of the period. My decision to participate was made at the last minute only after discovering that my partner and I had independently devised the same basic syllabus for the course. I think yet that the syllabus has merit.

Also, I have never been entirely convinced of the virtues of The Twentieth Century Course and the approach it represents. It is this aspect of the Task Force Report that I publicly objected to most strongly. The physical nature of the course makes success almost impossible to achieve. Ironically, The Advance, in its last issue of the year, was not far from the truth when it referred to the course as "the most impossible in Hiram's history." Furthermore, the intellectual content of such a course, no matter how it is arranged and rearranged and juggled about, is suspect. It is difficult to see how superficiality, glittering generalities, grandstanding, and mediocrity may be avoided. The content is to a surprising degree determined by the physical aspects of the course. In many ways the course reflects the anti-intellectualism and need for gimmickry prevalent in modern education. I disapprove of prostituting intellectual rigor and discipline but yet seemed helpless to stem the tide of such prostitution this past year. I think we have cheated the freshman class.

Finally, I am not a good administrator. I dislike administrative work intensely and have refused offers in the past to move professionally in this direction. I am entirely too meticulous about details and am unable to leave administrative concerns in the office. Though I am naturally idealistic, my eleven years teaching experience have taught me to be realistic about education. I well know the difference between what should be and what is. In my opinion my evaluations of the course throughout the year have been more realistic and truthful than statistical evaluations by students in the course, though I do not discount such statistics entirely. I am naturally suspicious of statistics. I have learned this year that one does not have to juggle and manipulate evaluations to make them come out favorably; consequently, I urge one and all to be very wary of the multitudinous student evaluations of the course. There is a significant relationship between general attendance figures and the validity of evaluations. I am not aware that anyone but the directors have made the connection.

OVERALL EVALUATION OF THE COURSE

As we approached the actual beginning of the course this time last year, Gene and I assumed that it would be moderately successful. Because of its nature, we did not think it would be an overwhelming success nor did we believe it would be an abject failure. We anticipated nearly all of the problems we encountered throughout the year, and we judged that we would not reach a number of students.

I think that our judgment was sound. The course was moderately successful, though barely so. We have no figures on how many students we actually reached; I would guess that we consistently got through to 100 to 130 students. A few students are stance supporters and believers. My greatest surprise is that we missed so many. I am fairly certain that our miss rate is higher than the rate in a good regular class.

This report is concerned chiefly with the problems and failures of the course rather than its successes, mainly because in my mind the problems and failures outweigh the successes. As I look over the year, I conclude that there are six fundamental problems.

1. I do not believe that the course is experimental, innovative, or new. As an educational device, it is in fact about a generation out-of-date.

in the early '40's Columbia and Harvard developed courses similar in principle, and such courses were widely imitated. Within the last ten years both institutions have dropped such courses, and other institutions are now following the leader. Our course was out-of-date when it was instituted. There is no question in my mind that our course would have been considerably more successful in an earlier period, even as late as the early and mid-sixties. By 1970, however, the basic concept was archaic and even reactionary.

2. It stems from the above that the course is out of tune with the times both in fundamental concept and in actual practice. Students have changed much in the last decade, and they and The Twentieth Century Course simply do not mesh. This student generation is activist-oriented, more undisciplined than usual, and impatient with any but instanteous gratification of physical and intellectual senses. This generation is McLuhan's generation raised on the visual media. While we cannot get away from these attitudes in any of our classes, I think it is disastrous to create a mass course which by its nature must depend upon the lecture method as its prime vehicle and in which students are essentially passive. From the beginning of the year students complained about their passive role, and had it not been for the discussion sections which provided a modicum of activism, the course would have been a failure.

We might argue that students should be excited and "turned on" by ideas. Certainly, they were exposed to any number of exciting ideas throughout the year. Yet, in these days of mass undergraduate education most students are here because of social-economic pressures, not because they are interested in intellectual pursuits. The course should require more participation by the students, but unless the College is willing to enlarge the number of faculty involved in the course and expend a considerable sum of money on audio-visual and other electronic equipment, I do not see how the lectures can be reduced to any considerable degree. In the meantime students will continue to sleep, read magazines, write letters, walk out of class to go to lunch, or simply not attend. (It is an education to observe the class from the balcony on any given day. I recommend it heartily.)

3. The fact that this is a required course is detrimental to its success and acceptance by the students. Anyone who has ever taught such a course knows that the fact that it is required in itself makes an anathema to hot-blooded, rebellious students. To require 350-400 students to attend a course enmass, especially nowadays, is foolish. Ant it is not wise. Force-feeding in education is nearly always unproductive of the desired results. Furthermore, we were lucky that most students expressed their independence by not attending class. They could have taken over. One student in fact tried to. He failed.

I think that in view of what we know about the nature of Hiram students it is doubly foolish to require them to attend The Twentieth Century Course. Our own studies indicate that we tend to attract students who are independent and nonconformists. Faculty members constantly complain about the high absentee rate in regular classes. Furthermore, as I discovered and reported in the Honors Assessment Report several years ago, there are tremendous anti-intellectual pressures upon students in the dormitories, to a greater degree in my opinion than in most colleges. Such pressures undo us, and this course is a perfect target. It quickly became fashionable not to attend the course, to copy each others position papers, and to beat the attendance system. Given all of the above plus the natural and desirable rebellion of youth (as one student said to another in the washroom in Bates, "the bastards are actually taking role"), the course in my opinion should be made optional, beginning next year.

4. A number of problems also stemmed from the mass nature of the course. To place an entire freshman class in an uncomfortable and aesthetically unpleasant auditorium is, to my mind, inconsistent with Hiram's traditional goals of small classes and close student-faculty relations. The impersonal, annonymous atmosphere which results is precisely what many youth object to in colleges today. And one suspects that many of our students come to Hiram to avoid being one of a crowd or a number on an IBM card. Throughout the year, we received many complaints just on these grounds. In this respect also the course is out of tune with the times.

The mass nature of the course produced a number of other problems. Many students, for example, never really considered the course a course in the usual sense. They were only one of many people and would never be missed. Other students apparently thought of us as a glorified convocation series which they could attend or not attend, work or not work, according to whim. Within the class sessions themselves it quickly became apparent that an atmosphere, different from that of the usual classroom, prevailed. Mass psychology ruled throughout the year, and during the first month and a half the "high school assembly syndrome" was much in evidence. The class was always restless; students constantly chattered and tittered, mischief occurred in the balcony (which was quickly closed). One student enjoyed throwing his socks about; other students slept on the floor between the seats. By the third week of October, the "high school assembly syndrome" disappeared, and the Hiram syndrome appeared--and remained for the most part throughout the year.

The mass psychology prevalent in the course seriously influenced teaching techniques--or should have. The usual classroom atmosphere was absent, and presentations had to be adjusted accordingly. Though forewarned, many lecturers either failed or were unable to adjust. Some first-rate scholarly lectures--such as that presented by C. H. Cramer of Case Western Reserve University--were dismal failures in the judgment of the students. The most successful speakers, according to student evaluations, were those who tended to popularize and play to the crowd, oftentimes to the detriment of content. In short, the students liked the "swingers" and were bored by the traditional scholars. Paul Saltman, our most successful swinger, was a classic example. In his first lecture he said what most students had had in high school; in his second speech he said little. But he swang. And he was dramatic. He mentioned in fact colleges and universities where he had "played." To the students he was the best speaker of the year.

All this points to the fact that the director and his speakers consciously have to adjust teaching techniques and methods. Traditional methods are unsuitable. Speakers, including our own faculty, have to be forewarned that they must adapt their methods accordingly; it is not safe to assume they will realize this themselves. Furthermore, the director must select his speakers very carefully (as we tried to do). Not everyone can face a mob. Nor can everyone adjust his teaching techniques sufficiently to be successful in this situation. Speakers should have balance between content and style, and they must be encouraged and helped to use visual aids. Too many dry speakers quickly produce boredom and an empty auditorium. Too many swingers will also result in boredom and our own version of The Johnny Carson Show. Movies should be sprinkled generously among the lectures.

In summary I am not certain that a mass course of this type is conducive to quality education. Quality control is difficult to achieve, and it is nearly impossible to present scholarly, thought-provoking material in a cohesive manner. Mediocrity and fragmentation are perhaps the inevitable results.

5. The course is too long. No matter how good a thing is or can become, it is impossible to sustain interest and attention of young adults for three quarters. I wonder how many of us on the faculty could accomplish this feat with one of our own classes for an entire year. The course should

be reduced to two quarters.

6. The course should not be offered to freshmen. They lack adequate background, and because of the nature of the course it is impossible to give them information as can be done in a regular class. In addition, first year students are too immature to glean what they should from the course. They are simply not sophisticated enough to rise to the material. Their level of comprehension and understanding is at best elementary, and they are in most cases unable to grasp interrelationships. How much more valuable the course would be if it were offered to upper-level students.

Significantly, the rave notices the course has received have been from older, more mature persons--faculty, faculty wives, reporters, speakers, etc. Even more important is the fact that most of our discussion leaders concluded, entirely on their own, that the course should be at the junior or senior level. I have argued this point for two years; my experience this year has absolutely convinced me that the course must be moved out of the freshman year. The great disparity between the course on paper and the course in reality may be explained to a considerable degree by the students' lack of background and sophistication and immaturity.

The following conclusions may be drawn from the fundamental problems of the course.

1. The course should be phased out of the curriculum. It is not worth the time, effort, and money expended upon it, and the ultimate goal may be achieved more effectively in other ways. During its second year, the course should be evaluated honestly and critically. If there is no

significant improvement over the first year, it should be abolished regardless of whether or not federal money is available.

2. The following recommendations should be implemented next year.

a. The course should be reduced to two quarters, preferably first and second quarters. This reform may easily be accomplished. Our original intention was to organize the course around the five or six basic forces which have molded the modern world; however, a considerable amount of interesting and significant, but extraneous, material was introduced during the course of committee deliberations. Extraneous material should be cut ruthlessly. The syllabus should center exclusively upon the central topics. As a result, the length of the course could be reduced, the fundamental material would be highlighted, and the content would be more cohesive. I cannot overemphasize the importance of this recommendation.

b. In conjunction with the reduction of the course to two quarters, the number of class meetings per week should be cut to two formal class periods plus a discussion period. Evening classes should be avoided with a group this size.

c. The course should be optional and not required. Students should have the choice of either taking this course, History 122, or an appropriate interdisciplinary course.

d. The course should be an upper-level course, preferably junior or senior level. Or the course should be opened to the entire student body on an optional basis.

EVALUATION OF VARIOUS ASPECTS OF THE COURSE

1. Student Responsibility

It was part of our planning to try to inculcate into students a sense of responsibility for their own education. Hence, we gave students considerable freedom. We did not require attendance (at least originally) or give examinations, for example. Despite written and oral communication on the subject, the experiment was a failure. I argued the case before committee and felt that this was the most experimental aspect of the course. I was wrong in talking the committee into it.

The failure may be explained by several reasons. First, it is difficult, if not impossible, to overcome the students' previous educational experience. The weaning should be a more gradual process and should not be attempted in a mass situation. A few students met the challenge; most students did not and only took advantage of the freedom. Second, freshmen are too immature to accept so much responsibility. They need rules and guidance. Rather surprisingly, some of our best students told us that, even though they appreciated our efforts, they were not capable of disciplining themselves. In view of our difficulties, I recommend that traditional grades be reinstituted, that role be taken daily from the beginning of the year, and that a final examination be given quarterly.

2. Lectures

During the year, we had some thirty-nine outside speakers, many of whom were outstanding men in their respective fields. We anticipated considerable difficulty with them. We thought that a number would cancel, and that we would not be able to get them to tailor their lectures to our syllabus. In reality we encountered few problems. Only one speaker cancelled (and he did so twice!), and all of them consciously tried to fit their material into our framework. By avoiding lecture bureaus, we got a great deal for our money. Although the students may disagree, I think our outside lecture series was successful.

Strangly enough, we had more difficulty with our own faculty. Some of them cancelled, a few were not as prepared as they should have been, and several were ineffective before the large group. Most of the low points of the course centered around our faculty--a fact which, unfortunately, a number of students recognized. In some cases there may well be repercussions in class enrollments over the forthcoming years. Overall, however, our faculty was extremely cooperative--a few even substituted on very short notice--and good.

There is one sore point regarding our own faculty. They should be given at least a token honorarium. We have argued the case for small payments in the past, but we were forbidden to pay. Now, a number of faculty, without prompting by the codirectors, also believe they should be paid. The matter has been brought up in faculty meeting. It is difficult to explain the payment of significant sums to outsiders to an insider who receives only a formal expression of thanks. I think that there will be increasing faculty opposition to what looks like expoitation, and I recommend that token payments be instituted next year.

3. Readings

Readings in the course were carefully selected, and, in an effort to avoid errors made early in the history of the honors program, we deliberately kept the reading assignments to a workable level. Though a few of the shorter works were dull, all of the material was relevant.

Few freshmen would agree with the above paragraph. Many students complained that the material was irrelevant, and a number of students read little or nothing. The basic problem is in part the perenniel one of getting students to read. In addition, I suspect that the present student generation is not especically interested in reading. I can only recommend that readings be even more carefully chosen and that perhaps a greater emphasis be placed upon novels and immediately contemporary (relevant) material.

4. Discussion groups

Discussion groups, despite problems, were probably the most successful--and popular--part of the course. Ironically, we did not originally plan for discussion groups. We tacked them on almost as an afterthought.

The most persistent and frustrating problem throughout the year was our discussion leaders. Most of the leaders were conscientious and good. Many of them spent more time meeting in groups and individually with their students than faculty would have done. Several of the leaders were outstanding.

We selected the students carefully, taking into account a number of desirable qualities. We trained them in techniques of discussion, and we met frequently with them. Moreover, we tried to define their position and role. The students themselves were enthusiastic, and with one or two exceptions they worked hard at their job. The College owes them its thanks, for without their free labor the Twentieth Century Course would have fallen flat.

Yet, the leaders were a serious problem and caused us more anxious moments and frustrations than any other aspect of the course. We could not control them. Little did we realize that no matter what we said they would strike off on their own and do as they pleased. In some cases discussion groups operated virtually independently of the rest of the course. Some leaders told students not to read the assigned material, others changed the assigned topics of position papers, one leader conducted sensitivity sessions, another hired a prostitute (presumably as a sociological phenomenon), several went to rock groups or out to the road, and one or two rarely met their groups. One student tried to instigate a revolt against the directors, and a significant number of leaders rarely attended class or discussion leader training sessions.

A number of things explain our difficulties with the leaders. First, we were probably too lax in our relationship with them in the beginning. We assumed too much and then had to tighten up. Second, the student leaders themselves were in an impossible situation. They were neither students or teachers, yet they had significant responsibilities, almost as though they were full-fledged members of the faculty. In short, they were in limbo. Students should not be placed in such situations. Third, though eager, they were immature and inexperienced.

They confronted the same problems which beginning teachers face, but without adequate equipment. Gene and I found that a considerable amount of our time was spent listening and trying to solve their problems.

As a result of our experiences, I recommend the following in regard to student discussion leaders.

a. Student leaders should be eliminated and replaced by faculty. We had to use students because faculty were unavailable. It was a question of either having or not having discussion groups. The College has to face this problem. Some parents, incidentally, also think students should not be used as discussion leaders.

b. Students should be used as aides to faculty leaders. I have used students in this capacity in the honors program, and I used a senior as my aide this year in my discussion section. It was an extremely effective device.

c. Training sessions for student aides should be conducted before every discussion group meeting. We simple did not have time to conduct an organized program of this type this year.

5. Vachel Lindsay Room

Last summer we physically improved the Vachel lindsay Room--something which should have been done years ago. We used the room as a reading and meeting place for members of the course. We placed a number of current newspapers and periodicals in the room, and we occasionally displayed student photographic essays and works of art. Students also studied there.

It is difficult to evaluate how effectively the room was used. We found the room most useful for meetings, including discussion sessions with our speakers. Some students browsed through the literature, and we found it impossible to keep the sexy material on hand for more than a day. At least we provided thrills to some students. It is my impression, however, that the room was not extensively used. Nonetheless, the room should be retained for the course.

6. Discussion sessions and teas with the speakers

Whenever possible, we arranged meetings in the afternoons between our speakers and interested students. We often had refreshments. Some of these meetings were exciting and drew twenty to twenty-five students. The success or failure depended upon the quality of the lecture that morning and the personality of the speaker. As the year progressed, attendance at such meetings declined. By the third quarter, we usually had two or three students. These meetings should be continued. If their schedules permitted, most speakers were interested in meeting students.

7. The Newsletter

Initially, enthusiasm among students for the Newsletter was high. A number of students signed up to work on it after the first class meeting. Because of the pressure of other duties, we were slow in getting the Letter underway. By the time we got to it, much of the original interest has waned. During the first quarter, three freshmen and one junior published three issues. During the remaining two quarters, three other freshmen put out three issues per quarter. The directors published a number of issues which were purely administrative in nature. The granting of activity units did not significantly increase the number of students interested in working on the Letter.

The Newsletter was disappointing; nevertheless, it should be retained for at least another year. It is inexpensive to produce, is a handy means for the director to communicate with the class, and provides an outlet for the creative talents of freshmen. During the second and third quarters, the letter was mildly controversial. The fact that it received low ratings may be an indication that it was read.

In addition, I recommend the following in regard to the Newsletter:

a. Activity units should continue to be granted.

b. A freshman who is interested in journalism should be identified this summer and asked to serve as editor. He should be paid a small sum for his duties. He should recruit his staff during the Freshman Institute.

c. Students should be given an issue during the first class meeting, even if the director and his staff have to write it.

d. The present office in Bates should be retained for the use of the Newsletter staff.

e. The director should insist that the identifying symbol of the course (XX, or whatever) be on the masthead. This year, the administrative Letter used the symbol; the student Letter didn't. It appeared as though we were in competition with one another.

8. Films, tapes, panels

We were rather successful in using films. Students nowadays tend to be visually oriented; hence, they liked movies. Furthermore, movies provided a welcome relief from lectures. Our choice of films was generally good, and a few movies had a tremendous impact upon the students. The use of films should be continued, possibly increased. And the films should be judiciously scattered throughout lectures.

We purchased some inexpensive audio tapes which contained material pertinent to the course. We quickly discovered that they were not usable for a group this size. In addition to problems with audio equipment, we discovered that students cannot sustain interest for long in a voice in a box. Our only successful use of a tape occurred when we combined pictures with sound by using an opaque projector. It is difficult, however, to find pictures relevant to the content of the tape. In the future tapes should only be used in discussion groups or by individuals in the language or music laboratories.

Panels are also extremely difficult to use successfully. Our first panel was exceptionally good. All other panels during the first quarter were failures. As a result, we cancelled most panels and substituted other programs. Panels should be used sparingly and should be composed only of Hiramites.

We had one play during the year which was acted exclusively by freshmen and directed by advanced drama students. It was immensely successful. Because of a number of problems, we had to cancel another scheduled play. Short plays should be scheduled each quarter. Freshmen should act in them and even direct them.

ADMINISTRATIVE PROBLEMS AND RECOMMENDATIONS

The chief administrative problem was our lack of help and insufficient released time. The task of administering this course effectively is an enormous one. Planning, keeping pace with 375 students, maintaining records, listening to the problems of students and discussion leaders, administrativia, entertaining speakers, etc. is an enervating and traumatic experience. Our days were tedious and lengthy--eighteen hour days were normal when we had one, sometimes two, speakers on campus. The pressures and duties of the course were relentless and pursued us through vacations and until the last class meeting of the year.

To future directors and for the better administration of the course, I strongly recommend the following items.

1. The director must have a full-time administrative assistant. We repeatedly requested a work-study student; however, we never received one. As a result, we had to be unduly concerned with details which in turn reduced our time for policy matters and other important business, including living. The smooth operation of the course depends to an amazing degree upon small details; i.e. when does the speaker arrive? Who greets him? Where does he stay? Who entertains? Who picks up his check? Have the films arrived? Are the projectors available and operable? Is the stage set up? etc., etc., etc. It is a gross misuse of faculty time and talents for them to handle such things.

2. Faculty members assigned to the course must have adequate released time. The director should teach no more than three courses, and

the staff should teach no more than four. Our staff members had a one-course reduction for the entire year; hence, we did not feel free to call upon them for aid as we should have been able to do. Few of the staff had time to lead discussion groups, and none had time to meet with the discussion leaders assigned to them. A number of our problems could have been solved more effectively and quickly had we had their aid. The College should provide adequate faculty time to the course or drop the course.

3. The choice of a director is critical, for to a great extent the success or failure of the course depends upon him. Whoever is chosen should be on the young side for psychological as well as physical reasons. He must be dynamic, experimental, and flexible. He should have some charisma, for he has to control a mob of 400 or so students, a not-so-easy task as I discovered at our first meeting. Moreover, he must be willing to give up two years of his professional career.

If the course continues for any length of time, there is no question in my mind that a person should be hired specifically to direct the course. I think this for three reasons. First, our faculty is not strong enough to remove any of its best teachers from the classroom. Second, a good classroom instructor may or may not be suited to lead the course. Peter's principle may easily apply here. Third, a person specially trained in the period along interdisciplinary lines has to make a more effective director than a traditionally trained teacher. Institutions such as Illinois and and Brandeis train such people. I recommend that the College hire a Ph.D.

in western civilization with a special interest in the nineteenth and twentieth centuries. His primary duties should be with this course, but he could also participate in interdisciplinary courses and possibly teach a course or two in the history department. I think that by such an arrangement everyone would be happier and the results far superior than at present.

4. When Gene and I agreed to become partners once again, we were told that the course would be "top priority." Such has not been entirely the case. Throughout the year, we found that many functions were scheduled on top of us on Wednesday evenings. One administrator held sensitivity sessions in competition with us and lured away some of our "sensitive" students. On other occasions some faculty excused students from attending our class so that they could drive the ski bus, conduct tours, etc. Students blamed our course for the tuition increase, partly because of their ignorance and partly because we were mentioned in a letter to parents. As long as the federal money holds out, the Twentieth Century Course is one of the best bargains at Hiram, and it needs all the good public relations it can get. And we received no aid in entertaining guests. I think that the College has some responsibility in entertaining at least its most distinguished guests.

5. The guest room situation at Hiram is deplorable. Last summer we reserved Miller guest room, the most decent one on campus, for all our speakers. It was reassigned during the year without our being notified. Consequently, we had to put distinguished men in the rooms down under.

We eventually did get a phone jack installed which helped communications considerably.

The chief problem with the Booth Rooms is strategic--or perhaps tactical. How does one get to the room in the ice and snow and ice and dark? There is no walk,nor path, but there are several large, smelly garbage containers to contend with. It was downright embarrassing to accompany Arthur Larson, and cane, as he tried to keep his footing on the hill and as we weaved his way through the garbage to avoid the worst of the hill. It is a stinking situation. Something should be done about it.

6. We also had a number of physical problems in Hayden Auditorium and with audio-visual equipment. The problem with Hayden, other than the fact that it is most uncomfortable (many students complained on this) and dreary, is that it is overused. We conflicted with both the music and drama departments. Frequently, we had to set up equipment during organ lessons, for we needed more than ten minutes to get ready. By accident or design, the worst organ students were taught during the hour previous to ours, and Larry DeWitt didn't much care about the interruptions. It was awkward, however.

During play weeks, we moved to the Ballroom which is too small for such a large crowd. We eventually solved the problem by using closed-circuit television so that part of the class could sit in another room. With an even larger incoming class, television will have to be used more extensively next year. The psychology department is generous in loaning its video-tape equipment, but next year someone will have to provide a protable television set. My set--now damaged--will not be available. It is tragic that The Kennedy Center and Hinsdale are not wired for television; it should be used more for this course as well as others.

Even in non-play weeks we conflicted constantly with drama students (not faculty). These students apparently consider Hayden and the equipment therein their exclusive domain. Microphones belonging to Hayden frequently disappeared, as did microphone stands and patch cords. They often altered the audio console for their plays so that we had difficulty using the equipment. On one occasion we found microphone cords cut into pieces. On several occasions we had to borrow equipment and engineers from the radio station at the last minute in order to go on with our show. In short, I found drama students generally uncooperative and endowed with very stickly fingers. We eventually solved most of these problems by buying equipment and negotiating a treaty with Mr. Underwood (who was very understanding of the situation, having had similar experiences) by which we stored our material under lock and key in his office area (He and I had the only keys).

With audio-visual equipment our problem was simple: we had to use equipment designed for classroom, not public auditorium, use. Much of the equipment in The Instructional Resources Center is inadequate for large groups, though we got by using makeshift arrangements. Audio-visual equipment is indispensable for a course of this type. If the course continues for any period of time, the College should invest in appropriate equipment. I especially recommend that the College purchase as soon as possible a modern video-tape recorder which should have campus-wide use but would be especially valuable for this course.

Because of my army experience with training aids (my job this year was very similar to one of my army roles, as NCO in charge of training aids; the chief difference was that I made more than eleven cents an hour), I supervised the use of audio-visual equipment. When my technical assistants failed to appear, times were frequently tense, and I underwent under pressure some honest on-the-job training. Fortunately, I had the aid of an able student assistant, who was also trained by the army, and Buzz Jackson, who is always cooperative. The task of ordering equipment, setting it up, and getting it operative is an enormous one. Yet much of the success or failure of the course depends upon the use of audio-visual aids.

The director in the future may not have the competence, nor should he have to worry about, audio-visual equipment. I recommend, therefore, that Buzz Jackson officially be placed on The Twentieth Century staff and that he be put in charge of the technical aspects of the course. He and his staff should see to it that the equipment is available and operable when needed, they should operate it, and they should properly secure it when it is not in use. Good technical assistants are indispensable. They should be under the command of and financial control of Buzz. I also recommend that Bill Kelly be retained as chief technical assistant and that his pay be increased (from $1.45) to keep him with the course as long as possible.

Movies are an integral part of the course, and they also pose a problem. It is almost prohibitively expensive to use 35mm. movies extensively, especially since most films are available in 16mm. A 35mm. commercial film costs a minimum of $115.00 to $120.00, including cost of a projectionist and transportation, as opposed to an average cost of $40.00 for the 16mm. version. The problem arises in regard to projectors. Incandescent 16mm. projectors, which we have a goodly supply of in The Instructional Resources Center, are inadequate in Hayden. This year we had a working arrangement with Keith Leonard by which we used his 16mm. arch-light projectors, when they were operable and available. We used them rent-free, but we purchased the bulbs ($37.00 each with a life of 25 hours.)

This arrangement was generally satisfactory, but on a number of occasions we had to use the incandescent projectors because Keith was using his, or his were being repaired, or his could not be located. I recommend that the two arc - light 16mm. projectors which the College now owns henceforth be kept in The Instructional Resources Center under the control of Buzz Jackson. By this arrangement, the projectors would be carried around less, would be available to anyone when needed, and patch cords and power packs could be kept with the projectors. Furthermore, I recommend that the College invest in one additional 16 mm. arc-light projector for use next year. The projector costs about $500.00 and the power pack an additional $500.00. This projector could serve as a backup projector when one of the other ones is in the shop, and when the drama department is using one of these projectors (they legitimately have first claim on their own equipment), two would still be available for this course. Two projectors, with proper switch-over equipment, are desirable for long movies.

Some modifications and repairs also have to be made in the audio equipment in Hayden. At present the tape deck in the console is broken. It is desirable to record our lectures. This deck should not be repaired; it should be replaced with a deck with optional multi-speed recording. The present deck records only at high speed; thus, we missed part of every lecture when the tape had to be flipped. The two speakers which we removed from the balcony and placed under the balcony effectively removed the dead spots there. They should be permanently mounted under the balcony and the wires secured. On several occasions, we found our wires cut or pulled out of the speakers. The console upstairs should not be available to every Tom, Dick, and Harry who passes through Hayden. A cover should be constructed so that it may be locked and operated only by qualified personnel. Other minor modifications in the console are essential; they are listed in the appendix.

I recommend that as soon as possible the entire speaker system in Hayden be updated by professional consultants. The acoustics in Hayden are atrocious, and we had many complaints by students who were unable to hear adequately. Though the present system is relatively new, I think that the College was badly advised in its installation. I especially recommend the installation of numerous low impedance speakers throughout the auditorium so that the volume may be kept low and blare and feedback reduced.

I also recommend that in the future the College coordinate its audio systems. It is ridiculous for every system to have different type jacks. Only authorized personnel should be permitted to operate any of the systems. The modifications made at our request upon The Kennedy Center system worked beautifully. The system is now installed as it should have been in the first place.

SUMMARY OF BASIC RECOMMENDATIONS

1. The course should be phased out of the curriculum. I doubt that any amount of fiddling with it will produce significantly better results than we had this year.

2. If the course is retained, the following should be implemented next year:

   a. Reduce the course to two quarters.

   B. Reduce the number of class sessions per week.

   C. Give the staff adequate released time.

   D. Make the course optional and upper-level.

   E. Place Buzz Jackson in charge of the technical aspects of the course.

F. Reduce or eliminate the use of student discussion leaders.

G. Reintroduce, for the sake of better control and hopefully quality, traditional grades, attendance, and tests.

3. In the long range the College should seriously consider hiring a director specially trained for this type of course.

Wil Hoffman

REPORT ON THE TWENTIETH CENTURY AND ITS ROOTS COURSE

Eugene Peters

Professor George A. Morgan has requested that Professor Wilson Hoffman and I, as co-directors of The Twentieth Century and Its Roots, 1969-70, write reports on the course. I have decided to submit a letter-length report. As I understand the request, we have been asked for hard-nosed appraisal of the course.

I will pass over the many difficulties which we anticipated, most of which any administrator could predict. Included among those were problems of scheduling, grading, attendance, hosting speakers, working with discussion leaders, publicity, mechanics, etc.

Doubtless a course of this sort, designed for relevance, can be beneficial to a somewhat isolated campus like Hiram. It brings to the campus important speakers from "the outside world." When one thinks back over the list of visitors who came, he is impressed positively. It might be argued plausibly that the benefit brought by these guests could as easily have come in the form of a convocation series. In any event, it must be admitted that the hope that the course would have a campus-wide impact, that upperclassmen and members of the surrounding community would attend, has not been gratified to any great extent.

It was anticipated that the third quarter of the course would suffer a greater loss of interest and attendance than either of the other two quarters.

This proved to be the case. Factors which contributed to the situation were the following: the student "strike," the placing of the spring holiday on a Twentieth Century day, three speaker cancellations, the scheduling of Dick Gregory on a Twentieth Century evening, and warm, pleasant weather.

But the problems were not all in the spring quarter. Even in the fall, it became obvious that all was not well with the course. From written statements from students in the course, from evaluations submitted by discussion leaders, and from word of mouth reports, it emerged that students were not entirely satisfied. Interest lagged, attendance dropped, and there were complaints. Attention span for any given topic seemed short; the programs on science were given short shrift, and even the movies were not enough to hold the students.

In the winter quarter, it was decided by the faculty of the Twentieth Century Committee that attendance would have to be checked. This policy was implemented, much to the chagrin of the students, who felt the policy to be oppressive.

What can be said, in general, of the course? My judgment is that when a cost-benefit analysis of the course is made, it will be found that the cost in human terms, and in terms of time and energy, was staggering, the benefit for members of the course only modest. No doubt better students would have profited more. But there are two considerations which, I think, help explain why a course of this kind could not have enjoyed the success that was desired: the one is psycho-technical, the other a matter of educational philosophy.

First, the psycho-technical consideration. Professor Hoffman and I realized this year that in preparing programs for Hayden Auditorium, for nearly 400 students, what we had not recognized was that there are special problems in moving from a small classroom situation to that quite different setting. The difference is not just technological, getting the right sound system, the proper projectors, etc. The bald truth is that what might work beautifully for a group of twenty can flop with the large group in the Auditorium. Indeed, I found in myself a different feeling there toward speakers heard elsewhere or movies previewed under quite different circumstances. One comes to an Auditorium like Hayden with different expectations and attitudes. He tends to expect a performance of sorts, even entertainment. His attitude leans toward passivity. He is influenced by the boredom and inattention of those around him to a greater degree than in the smaller, more personal setting.

We should have learned something by now about the distinction sociologists used to characterize as that between primary and secondary groupings. That distinction, I believe, is all-important in understanding the psychology of the freshmen members of the Twentieth Century.

Second, the matter of educational philosophy. However much we may desire that our freshmen discuss, analyze, think on, and write about the significant issues of the day, however much we may desire that they hear these issues presented from various points of view, the truth remains that they are freshmen. I am not pointing merely to their lack of experience, their sometimes impetuous judgment, or their youthfulness. What here concerns me is the simple fact that few if any of these youngsters have a discipline; most are uncertain as to their respective majors, and none has achieved anything like a mastery of a body of knowledge. How then can they be expected to be generalists at this point in their educational evolution? They should be reflecting on the issues of the day, but their reflections are likely to be amatuerish. They did not write good position papers in part because they had no positions to state. And at the root of it all is the fact that without a degree of competence in a speciality, one is empty-handed in coming to the generalities.

Take a discussion of violence in our times. Most freshmen who undertake this topic are handicapped in several ways: they have little knowledge of the history of violence in the U.S., nor are they equipped with a grasp of the legal or ethical concepts which bear on the topic. A degree of competence in sociology and psychology are also needed to handle the matter. It is not surprising that when students are faced with such issues, their opinions are not very solid and their discussions very watery indeed. I can only believe that this contributes to a sense of frustration in the student.

My conclusion is that the course should be phased out. If it is not, it should be shortened to two quarters at the most. Moreover, it should be offered not to freshmen, but to upperclass (probably junior) students. My judgment is that the course was a moderate success at best. Its problems are intrinsic to it and cannot easily be ironed out.

Since most incoming freshman don't have the groundwork to deal efficiently with opinion they are not being given a fair chance to use their own minds to formulate opinions about our complex society.

If colleges and universities are to become truly centers of intellectual endeavor, the emphasis and responsibility for education must be placed with the students. Otherwise college becomes a glorified manpower training center where a student works for grades that are only partially an evaluation of what a student really learns. Although I share the frustrations of Dr. Peters and Dr. Hoffman about lack of individual responsibility, work and attendance, I cannot help but believe that the majority of my discussees as well as myself were never trained to think for ourselves in our educational background, preceeding Hiram College. Even though some of the present attitudes and results are subjectively negative, one cannot measure results on short terms. But instead must evaluate this course and its resulting changes upon the class of 1973 over the next four years. Then and only then can an adequate appraisal or an educational critique of the 20th Century Course be given. . . .I cannot help but pass on a comment that was made to me by a student who I had felt prior to his statement had gained little from the course because of his seeming lack of interest. . ."I don't feel that the effect of this course upon myself can be measured adequately by my written expression because I tend to write poorly andcannot express my opinions clearly, but the course has opened up many of my views of life to new ideas and concepts".....

There has been a lot of trouble with discussion groups, mainly I believe because the student leaders themselves had never experienced any type of education that involved individual motivation and they, themselves copped out and took the easy way out. . . I am still experimenting trying to find methods that will make my group effective. A lot of things have failed, some of my sessions were complete failures due to my apathy or lack of preparation, but I realized that I was only cheating myself as well as my group. So there comes a time when every person must take responsibility for their own lives, the 20th Century course offers everyone a chance.

SELECTED COMMENTS BY UPPERCLASS DISCUSSION LEADERS
20TH CENTURY COURSE - Spring 1970

I am in agreement with the proposed changes in next year's program. I hope that such changes will facilitate greater involvement in the course.

I was disappointed that the quality of work did not seem to improve over the year. The position papers I received this quarter were not any better than those I received first quarter. The largest failure in the course this quarter was the lack of interest which overcame the course in its later stages.

I have students in my discussion who deserve A's and some that deserve D's. Unfortunately, the inequality of grading robs the A student of his due reward, thus making him feel frustrated. Many of my students said that the lectures were boring and irrelevant. I tend to agree.

Let me begin by telling you what it was like to be a discussion leader - it is the most complete and unique learning experience I've had at Hiram. To begin with, knowing that you are responsible for the education of 10 freshmen in the course develops a deeper sense of responsibility in a discussion leader. Secondly, you learn to interact with "your students" and how to counteract problems within the group. It isn't too often that a group of 12 people can discuss the question of the existence of a "God" without flaring tempers. I sincerely wish that all of the faculty members of this course as well as yourself could have seen the growth of my group - I definitely believe that all of us have sharpened our thought processes and our minds in the course of this one short year. And isn't that what education is all about? . . . . The problems are minor and can be worked out with patience and understanding. Contrary to the opinion of some, I feel that the best way to reach one's "students" is to develop a friendship with them. This is where I see the greatest advantage in having student discussion leaders. I feel that my friendship with the freshmen in my group is, in some particular cases, responsible for instilling responsibility in these students somehow. I have managed to develop a rapport with the students and to have earned their respect. And this has made them more conscienteous in their work.. . . One girl, in particular, is a good example. She entered the group at the beginning of 2nd quarter. She missed the first two discussion groups and wrote one of the worst papers I've had this year. I told her that she was required to attend discussion groups and to rewrite her first paper. From then until the end of the quarter she was at every meeting and wrote very good papers. She told me that her 1st quarter discussion leader didn't care - so, she didn't. But, I did care and now she did, too. My interest and involvement in the course have become so deep that I am spending three quarters instead of two at Hiram next year in order to again be a part of this course.

SELECTED FRESHMAN COMMENTS ON THE 20TH CENTURY COURSE
1st Quarter - 1969-70

It has provided me with a deeper insight, supplying me with more information to evaluate myself.

The Twentieth Century Course is a program totally new and invigorating. The general areas of study are relevant, and pertinent. The only possible draw back which I face is the lack of time to complete all the reading selections. The varied speakers, opinions and areas covered are very stimulating and interesting.

Much of what we have learned we have been exposed to in high school, in the community and on T.V.

I am afraid I did not get as much out of this course as I hoped to because I could not get interested in some of the topics. I'm afraid I would have learned more if I had taken an elective. But I'm going to try to get interested in it and learn more next quarter.

I liked the learning about the effects of science, technology and industrialism on society. For me at least, this is something I had never been exposed to in the least bit. I think there is a small problem pertaining to the connections among the general topics.

The course is great. As mentioned before somewhat of a shocker. It proved that I don't know anything about the cold cruel world at all. The interaction among students is fantastically large. Many a time I've been in discussions branching from XX Cen. topic.

I like the subjects this course deals with and I think Hiram should continue teaching it to freshmen. I am dissatisfied with it mostly because I can't learn all that I want to learn from it.

This course, altho excellent for me, is probably a complete waste of time for some people who are apathetic & immature; those who need someone standing over them. This would be true of any course, however I must ask myself whether freshmen benefit the most from a course such as this. I have & am glad that it was made available to me at this time. . .

I feel as if a new door has been opened. I have acquired a better understanding of many topics - and I have discovered new ones.

Twentieth Century Course type of course in which the individual student can get as much or little out of it as he wants. The opportunities are available, but it all depends on the student. The lectures were very informative, and the assigned workload is not very heavy. If the student will evaluate information & opinions given him, and draw fair conclusions he will be a better and more useful citizen.

The program is remarkably flexible. Student discussion leaders are a fascinating idea, I'm just disappointed more students aren't taking the initiative to take advantage of the opportunities given them. I'm disappointed in myself and I hope other people are too. Perhaps a catharsis will ensue and we students will become more actively involved in the program.

Never before has a course been so completely "relevant" (to use a cliche). And that is the course's value & worth; it can, I think, be stated that simpl

After every class, usually, I'm thinking and wanting to read, so I feel I have begun a little bit to understand.

I feel that this course has great potential and I would hate to see it fail because of failure of students to accept the responsibility necessary for the course's success.

The course discussed too many known facts.

I think I expected something more like a current events class dealing with problems of today, but I am satisfied, in fact probably prefer, the way the course actually is. Except for the section of science, I thought the choices were good.

I think the main reason I didn't get much out of the course and didn't enjoy it, is that I just couldn't get interested. I have never liked current events, history, etc. When science was introduced, I did enjoy it and learned a little, because I like science. The same goes for math. This is a problem I am going to have to solve myself.

The course has simply drawn me closer to people. I can now understand people, and cope with problem created by people. I have been enlightened much on the war in Vietnam and how the world operate.

Format good. The basic flaw is that each area is not probed deeper. At lunch with black students, I (a white) heard them laughing derisively at the fact that the course "covered" the topic of racism in about two weeks. The course doesn't "cover" anything. It only samples topics. Perhaps this is its intention, in which case a void still exists in the "Liberal Arts Education" at Hiram.

In 20th Century Course, a relevent, well rounded, fair to most all sides, education was finally given a try. Congratulations!

It has had no fantastic impact on me, but, as expected, has helped me better understand the world.

I felt this course exposed me to many ideas that I was not aware of. I enjoyed the lectures (most) and the films that were presented. I feel more student participation is in order. After all this course contains incidents that are effecting us in today's world. I felt our Discussion group was excellent. This brought ideas of lectures, which were given during the day, closer to home.

SELECTED FRESHMEN COMMENTS ON THE 20TH CENTURY COURSE
THIRD QUARTER - 1969-70

Great Course, Keep it!!

I think we spent too much lectures on religion.

Should be given to Seniors or upperclassmen instead of Freshmen.

I think professors should be discussion leaders, rather than students. I believe this would result in greater attendance at discussion sessions. I also think the course should be graded rather than on a pass-fail basis.

I don't feel I learned much of anything. It was a waste of time except for the papers and discussions.

I'm tired of hearing about the bad sides of life. In case some of you haven't heard, there is a good side.

Something has to be done to promote interest. This is a great course, but it lacks the interest of the students.

As far as I'm concerned this has most definitely been the most valuable course I have yet taken in all of my school experience.

I think its very important that a course of this nature be offered your freshman year. It would be nice if high school would better prepare us for this experience. But it is absolutely essential that it be offered.

Topic areas were well chosen -- however lectures (religion, esp.) were redundant.

I feel that there is a need to make the format a little more structured. Most of the students don't take it for a serious class.

Grading system is needed as fair evaluation of some students goes unnoticed on pass-fail system.

Student responsibility for participation is not enough, must have other restraining force.

By the end of the 1st year the course seems to have lost much of its interest. It would help if you could institute some new ideas and interest-getters near the end of each quarter.

I don't feel it takes the place of the old requirements, and it is definitely going to create some hassle for people with course schedules.

I think its got the most potential of anything on this campus. More power to making it better next year.

I definitely think that the XX Century course should not be graded next year.

Bona Fortuna next year.

REPORT ON THE XX AND ITS ROOTS COURSE

1970 - 1971

Paul A. Rochford, Director

GENERAL

With the possible exception of the readings, which are entirely different and very much more extensive than those assigned last year, all the changes are evolutionary, meant to effect minor improvements. No radical changes have been made.

Changes:

1.) The number of student discussion leaders was reduced from about thirty last year to ten in the first quarter of this year, two assigned as assistants to each of the five faculty. This made for greater control, for better structure in the operation of the course, and for greater communication among the various teachers since with a small staff we were able to mount a weekly staff meeting. This new scheme also enabled each freshman to meet with his faculty leader for discussion every other week and with his student discussion leader the weeks between, a change from last year when only those freshmen in the honors sections were able to meet with faculty.

In response to student evaluations and opinions at the end of the fall quarter, a change in discussion groups was inaugurated for the remainder of the year. Student discussion leaders were increased by six, one extra for each of the faculty members and one fc the administrative assistant. The number of discussion groups was increased from twenty to thirty-two, with the result that the population of each was reduced from nineteen to twelve. Freshmen had asked for more discussion in smaller groups and for the second two quarters discussion sessions were scheduled both Monday nights and Wednesday nights, still with the faculty meeting the groups on a rotating basis.

2.) 3 x 5 file cards were distributed at every plenary session for purposes of keeping attendance and making instant evaluations. This was a happy improvement and I recommend its continuation. It enables us to examine excessive cutters on the materials they missed and determine whether they've mastered the content in some other way. Careful reading of them reveals a good deal about any individual student; taken together they reveal the abilities of the class as a whole to comprehend material when it is not presented in a theatrically attractive way; one learns about the levels of abstraction of freshman mentality; and finally, one learns the actual educational value of each session, often very different from a faculty estimate.

3.) In response to evaluations by freshmen last year an effort was made to involve the freshmen themselves creatively in the program. Each fifth of the class took over a long Wednesday session to do a "presentation" illuminating the topic just being finished. The emphasis in projects was changed so that the academic position paper became only one among many possibilities. This was another move in the direction of what students think of as creativity. Although this is a real frustration for teachers who hope to see sounder work than such projects produce, I recommend that this be continued also. Granted, well-written position papers seem best for academic reasons to seasoned teachers. Such teachers feel that collages, letters to the attorney general, photographic essays, tapes of musical compositions, and the like are generally without much content and difficult to grade. Although true, this hardly seems a relevant comment when one examines the content and form of freshman position papers. While there can be no question that one of college's major tasks is to teach the discipline of clear writing, I think it's a mistake to try to do it in the freshman lecture course, where too much dispersion makes it unlikely of success. We can do it in the freshman institute, the colloquia, and regular departmental courses, where writing is functional. In the XX And Its Roots, creative projects lead freshmen to think they're actively involved with the materials of the course, and thus they become involved. In terms of where their heads are, the academically messier is preferable.

4.) On the assumption that the quality of life and the texture of experience of the Twentieth Century is right outside the knowledge of 17-year olds, our syllabus this year devoted a good deal of time near the beginning to original sources in the form of novels and films from earlier decades, and to testimony from persons (mostly faculty) who had lived through the various periods. It seems to me that some device to get at this is necessary. It is true that freshmen have conscious memory only of the 60's. The way we did it this year was not very successful, though, and I hope next year's staff will approach the problem with a new imaginativeness.

5.) This year we introduced a daily journal as a requirement, in an effort to accomplish two things. We wanted to try to bring together the academic and the rest of life, to get them to write of the content of a lecture and a rap with a roommate both on the same page. We also believe that freshmen come to college with a curriculum in their heads, some sort of scheme of knowledge, and that that scheme is different from our own. They don't see the relations between topics that seem manifestly clear to us. We thought from the perusal of journals we might learn something of the nature of their own schemes and perhaps be better able to begin liberally educating them from where they are, rather than from where we are. Journals seem to have some advantages and some disadvantages, and my recommendation is that in future the same procedure apply as this year; make them required in the fall quarter and optional but strongly encouraged the rest of the year.

6.) Finally, a relaxation of structure after the first quarter seems in order. This is described in Appendix I, which was published and distributed to each freshman just before the Christmas break.

I must disagree with a comment in Wilson Hoffman's report of last year to the effect that the XX And Its Roots is not innovative. It is nothing like the Great Books and Western Heritage courses instituted by Columbia and Harvard in the 30's and 40's. One unique aspect of this course gives rise to its major problem. I began the year (indeed, began with the planning in the previous year) determined to utilise every device I could think of to make freshmen perceive the XX And Its Roots as a course like any other course. This cannot be done. It lacks one of the major ingredients of courses. It has no teacher. It is not even a team-taught course. There is no such thing as a team of 73* teachers. During the course of the year I came to realize that it is not and cannot be made to seem like a course. It is truly a non-course. Ways must be found to exploit rather than conceal this. Life in the XX is a spectacle in which we are all both performers and spectators. (To exemplify the culture-wide permeating effect of this phenomenon I point to the theatre of mixed means, happenings, the multi-media show, sound and light "environments"--all evidence of the new participatory art which is replacing traditional painting and sculpture; or I point to the modes of fashion, especially among youth. It is no longer the custom to wear what is decreed by haute couture, but rather each day one dons a costume and goes out to dazzle his friends.) The XX And Its Roots course must in this respect be a macrocosm in microcosm. We must dazzle the freshmen, while they dazzle us, and make them learn. This is a part of the "creative participation" mentioned above. In connection with the integration of their private and social lives with their academic life, we need to get at their inner growth by catching their attention. I wish here to quote from a final paper by a freshman, which I think gets at the problem.

> While trying to decide upon some project with which to "express myself," I came upon what I feel to be the essence of what this segment of the XX century program, is. I think that the objective of this year's work has centered upon self-development, its meaning, and its co-existence with other selves in this century...I chose to evaluate myself, trace my development through this year, and express my own feelings about my significance in the world and age in which I live...Around the same time I felt anger towards the XX century program because it was demanding that I think. I thought that this was outrageous, that no one should push the delicate thought range of my mind. Now I realize that in my mind I had built an image of college from the summer's fun-times. When I was encountered with people telling me to think, I was slighted because I had the opinion that I had reached the limit of my perspectives.

* 73 is the exact number of different persons who occupied our stage or led discussions, or both. Authors of assigned readings are not counted, though they should be.

> . . . It's strange that in such a few short months I have traveled from the realm of the mystic to the realm of total concern for reality. The reality I see in the social injustices of poverty, racism, war, draft, and so many others makes me sure that there is room for me and my work in the world of today. I want to act. I want to give a chance to those people who are being cheated every day by the powerful.
>
> From all of this I draw in my mind an interesting conclusion. Throughout my recent months of illusion, self-hate and growth my self has developed into a stronger thing. This strength now. . .has brought my self into a closer contact and unity with other selves. This, I think, is life. Perhaps this is what the XX century program has been trying to get through to us. In any event, this is what I've gotten from it all.

SOME PERSONAL EVALUATIVE THOUGHTS FROM THE DIRECTOR

In general, I am persuaded that this course is much stronger and has been much more successful than we've all been assuming. I would recommend its continuation, largely unchanged. I must say that I seriously regret the two major changes that have already been enacted. Although I spoke in favor of it at the time, I have since come to believe that the new weekly schedule is a retrogressive move toward regular traditional classes; it seems to me that the XX And Its Roots for 1971-1972 is no longer a freshman lecture course as envisaged by the task force. Despite all of the outcries to the contrary, I think it belongs to the freshman level. At least one of its important roles is to introduce them to a liberalised view (liberal in the sense of liberal arts) of the universe they live in before they get into their college education and to serve as preparation for that experience. Allowing some postponement to the sophomore year is bound to have a diluting effect on what should be and has been a saturating dosage of the world.

I have further two comments, the first dealing with the problem of professors teaching material remote from their home discipline, and the second with our current evaluation of the course. Observations to the effect that a person trained in mathematics ought not to offer a course in the physics department seem appropiate to me and I believe to almost all of the faculty. That such observations are not relevant to the XX And Its Roots occurs to me on four grounds. First, no one of our staff is teaching in a department, but rather administering a course that has no departmental tone, that is not even interdisciplinary but essentially non-disciplinary. Second, the topics and issues of this course are not ones to which any discipline is appropriate. Universities do not have departments of alienation, or of population. Rather the substantive content of the course is in the public domain, areas in which every man is his own critic. As is the case with politics and religion (both of which are part of this course) in the culture in general, every one feels at home. Whether one approves of the situation or not, it is the case in our culture that even though we have Political Scientists and Theologians, no individual is hesitant to formulate and express views. The same people who take a position and defend it in the area of politics or religion would simply step back and refuse to discuss, from ignorance, physics or chemistry, or even art history. I think one of the purposes, perhaps one of the primary purposes, of the XX And Its Roots is to enable our students to do this with some knowledge and sophistication.

Third, the faculty members engaged in the course do not, except when they lecture within their discipline, do any teaching outside it. They rather lead discussion groups and lend maturity to discussion. I believe that won't be the case on Mondays next year. Not asking the faculty to operate outside its provinence was a basic tenet of the task force recommendations. Fourth, and finally, the lectures themselves are offered by individuals who do have expertise in the topic of the lecture. The lectures do not constitute an instance of faculty lecturing outside their jurisdiction. On the contrary, we seek out people for whom the topic is a field of specialization.

I think we've been mistaken in certain assumptions with respect to the failure of the present course in its present format. The task force proposals for a revolutionary new curriculum at Hiram College were received and legislated into effect with genuine enthusiasm by our faculty. They have, in the meanwhile, been highly and widely publicized and have had a beneficial effect on our admissions program. I cannot believe that anything has happened since the time of the institution of the new curriculum to change our academic opinion of it. I don't think that the findings of various evaluative devices constitute any new data which changes the computation. It must be remembered that the new curriculum has been in effect only for about the same length of time that the deliberations of the task force consumed. The easy assumption that it failed and needs radical revision I find premature. It is pretty difficult if not impossible for any curricular program to fail in its first two years. A backlog of resistance to change takes longer than that to melt. It usually takes from three to four years for such a curricular ingredient as the XX And Its Roots to become fixed as an accepted part of the scene. As similar phenomena I quote the William MacVey bell tower and the Senior Liberal Studies course.

It is my view that we take too seriously the lukewarm attitude toward the course revealed in freshman evaluations of it because we have little with which to compare this lukewarm response. We lack similar evaluations of the alternatives (large graduation requirement courses such as psychology 101, biology 103 and 104, and the like) with which to make comparisons. It may well be that if we had evaluated these alternatives in previous years with the assiduity with which we have been evaluating the XX course, freshman response would show up lukewarm there, too (see Appendix II). I'm unable to take very seriously the evaluation of a freshman who compares it against, a) what he was expecting and/or b) two colloquia and four courses he elected from interest. When this faculty made its decision on a freshman lecture course, it did not necessarily expect that freshmen would like it (which is really what we ask them) but that it would educate them and prepare them for the rest of their college career. We have for a long time made the, I think, legitimate presumption that the faculty as a whole knows more about the educational process than a freshman. The college has quite properly retreated from playing the role in loco parentis with regard to those aspects of student life outside the classroom. Are we now in response to student evaluations to retreat also from the role in loco professoris? As I have been mulling over second, and I hope final, thoughts about the success of the XX And Its Roots, I begin tentatively to conclude that it is more successful in achieving its particular goals in the total curriculum than are many of our other components. It does provide a forum for a disciplined investigation of "relevant" topics, issues and problems of our time. It does provide the whole freshman class with a large common experience, throughout the year. It is something like boot camp in the marines, best over with but nobody should miss it. No respectable institution of higher learning dreams of getting along without the constant input of notable lecturers from off campus, to bring the campus continually into contact with the rest of the world. The XX course seems the most satisfactory format in which to bring guests to our campus, certainly superior to a mere convocation series in which the speakers have no particular intellectual context within which to appear.

THE PLENARY SESSIONS

Plenary sessions come in many styles -- lectures, demonstrations, panels, plays, films, fifth presentations, and the split-stage mini-lecture type. The greatest possible variety of mix is recommended. Pace, change of pace and even a certain artistic rhythm keeps the spectacle wheeling and the heads thinking. Although it may smack slightly of the theater (not a whore but a legitimate department) this variation of approach is a profound psychological necessity. Whether he has any right to be or not, a bored freshman is not a learning student. The straight learned lecture is the most successful and the heart of the educational process, though it seems not to be because it is the most frequent procedure. The positive reactions on the file cards to all the other types are a welcoming of change rather than an intrinsic preference. Of all the styles the panel is the most dubious, though the three we had this year were well-received. Panels must be carefully chosen in terms of personality types, and students must understand that the offering by a panel of a cafeteria-type menu is a series of samples rather than a position advocated by the course. This is generally true and needs to be emphasized repeatedly. A first-hand experience with an esoteric cultist is educational, so long as the student doesn't fall into the trap of thinking that the staff of the course advocates every position taken on the stage. Charlatans are an important part of the Twentieth Century, and we need specimens of them on our stage to study. That students don't properly understand this shows in their evaluations; where they ought to read, "This was an interesting specimen," they usually read, "I thought this guy had little to offer." Instruction in how to view what's going on needs to be added to the program in future. If I were not familiar with what has already been decided, I should recommend that they be continued at the three-a-week level, but that there be no two-hour sessions except films. Infantile attention spans are short.

STAFF

Staffing of this course is always going to be a major difficulty. As things were organized in 1970-1971, the situation was highly unsatisfactory. For the four faculty other than the director it is a frustrating experience. They aren't teachers. They're helping administer a course with 73 teachers. They aren't intimately enough involved; it almost seems as if one could say they haven't enough to do. And yet the demands on their time (reading, attending all plenary sessions, leading two discussion groups weekly, reading papers, etc.) are such that it must count as one of the courses in the teaching load each quarter. I think it would be possible and positively rewarding to rely on them for much more of the lecturing in the future. This past year we five contributed to 20 of the plenary sessions. There were another 21 offered by others which we might have done without reaching beyond our fields of competence (sessions numbers 2, 3, 4, 21, 22, 23, 29, 30, 39, 42, 43, 48, 57, 59, 69, 84, 85, 92, 99, 100, and 101 in the syllabus). Certainly the hosting of our guests should be spread around more in future than it has been the past two years. Perhaps next year, with the professorial staff playing a different role, things will be more satisfying. I have no recommendation with regard to that.

The role of student discussion leaders has been too important both years. We made some effort to reduce it this year with smaller numbers and greater control. We still relied on them too much, especially with respect to grading. They should never grade papers or projects. We've tried that for two years, and should learn that it doesn't work. Unless we're to continue having a B+ as the average grade in the course, grading must revert entirely to faculty, who know that C means average work and can recognize average work when they see it. If student leaders are to have charge of discussion groups (rather than acting as assistant discussion leaders in the old new-student-orientation manner), then they must know in advance that their mission is not social nor psychological, that they are not charged with forming T-groups, sensitivity sessions, etc. Notices in the daily bulletin to the effect that group 11 should meet under the Hinsdale arch with warm clothes because they're going to take a walk are most disconcerting. This is a class with course-content to be digested. A lecture has to be swallowed whole. If it is to be digested, it must be chewed. This is the indispensable role of the discussion session, to chew over material until it is in a condition to be assimilated, made part of the student's habitual knowledge.

I recommend that an administrative assistant be retained. The director would drown in administrivia without her. If possible, she should be one capable of leading discussion groups. Freshmen should view her as faculty.

READINGS

Freshmen do their reading assignments in the XX And Its Roots with much greater conscientiousness than I had forecast. They take it seriously; many have commented that they've learned most from this component. They want it discussed in regular discussion sessions. Many of them want to be tested on it. Ways must be found overtly to place more emphasis on reading. We must make visible that we take it seriously, too.

This year's selections were successful. They were about right in quantity as well as information and relevance. If I were to criticize any one section, it would be the representative novels from the early part of the course.

GRADES

It is recommended that this course continue to be offered for letter grades only. My own feeling, reinforced by a multitude of freshman comments, is that examinations should be introduced. I recognize that this represents a step backwards. Nonetheless, I have come to agree that Roland Layton's comment that students have only contempt for a course in which there are no tests applies even to the XX And Its Roots. With the loose structure of the course I can see no other fair way to determine a student's command of the material. Certainly his projects don't reveal it, and the conference technique described in Appendix I is a frustrating experience, revealing that students and faculty have entirely different views of what a grade means. I suggest that the success of the conference, self-grading system is entirely a function of the personality of the professor, and that with student discussion leaders involved it fails.

NEWSLETTER

Making the publication of the newsletter an activities unit, and trying to leave its preparation to freshmen, didn't work in 1970-1971. Much enthusiasm was displayed right up to the point of putting a paper out. At that point the director or his assistant must either take a strong hand or do without the paper. It seems to me that a good newsletter might well be a most important part of life on the campus, beyond the membership of the course, and that it might prepare students for participation in the publication of the Advance in their upper three years. If the director can find the time to organize and run it himself, or can devise a means to get freshmen to do it, I hope it will be revived.

TECHNICAL

The technical end of the course, projecting film and slides, taping plenary sessions, amplifying speakers, etc. ran without a hitch this year. The assignment of the director of the IRS on a regular basis was the key. Our hierarchy was rather elaborate, but it kept everything functioning smoothly. After the director, a member of the staff with such competence should be responsible. Last year this was Mr. Rosser. Perhaps Mr. Friedman could play the same role next year. After him comes Buzz Jackson, who has an upperclass assistant with some reliability (Bill Kelly). The student technician then has two assistants within the freshman class. This ridiculous degree of elaboration is necessary because of the need to set the stage in order well ahead of time (when at least some of the students have class) and to run as many as three things at once, such as a tape recorder, a slide projector, and house lights.

APPENDIX I

Based upon recommendations of both students and staff, these changes will go into effect beginning with the second quarter. Without exception, they are "changes" directed toward placing the operations of the XX course increasingly in harmony with its stated philosophy and objectives.

A chief desiratum of the course is that the students have a maximum amount of responsibility for their own learning, in order that they experience early in the college career the fact that education is chiefly an active, not a passive process. In that respect, the members of the teaching staff recognize that to whatever extent possible students ought to have an active role: in planning and conducting the course; in selecting from diverse materials and activities those which will benefit them most; and in evaluating their performance.

1. LECTURES, FILMS, & MISCELLANEOUS SCHEDULED PERFORMANCES:

   Attendance at these events will be considered discretionary. Though the student is encouraged to attend them all, and though the staff members find it difficult to imagine how any student can master the matter of the course without attending most of them, the only regulation involving attendance is that students hand in cards after the events. These events are perhaps the chief feature of the XX course; consequently it does not seem unfitting to expect that the student be willing, on his personal honor, to provide by use of the cards a continuous record of his attendance at these events and his reactions to them. By placing his signature at the bottom of each card he hands in, the student will be interpreted as understanding the ideals underlying this arrangement and as acceding to them.

   Attempts will be made to allow for questions and/or discussion at the end of lectures, films, etc. (perhaps beyond the scheduled period, for those who remain). At all such performances, students and staff will be asked to fill the rows from the front backwards -- for reasons which are self-evident.

2. DISCUSSION GROUPS:

   In response to a multitude of comments, mostly on the evaluation sheets, discussion groups will be continued on an expanded basis. Six additional upperclass leaders will join the staff, one for each faculty member. This will make possible the division of each fifth into five sections (as against the present four) and will thus reduce the size of each group. Arrangements will be made for each group to meet for discussion twice weekly.

   Attendance will be self-reported (on forms designed for that purpose) twice each quarter; comments, in writing, concerning reasons for non-attendance will be requested. In this matter, too, a signature "honor system" will be in effect.

3. JOURNAL:

The journal will be considered optional. Those students who care to are invited to continue submitting their journals to their discussion leaders. The staff members continue to regard the journal as a useful device in the coordination of one's social and intellectual lives, and the maintenance of journals is strongly recommended.

4. READINGS:

Regular and intelligent reading is a foundation of liberal education. Students are expected, at least, to do all "required" readings indicated on the syllabus; yet in this matter, too, the student is trusted to take responsibility on himself. Using signed "honor system" forms, the student will be asked to evaluate his reading progress twice during each quarter.

5. PAPERS:

Papers and "projects" will continue to be required. Hiram College regulations concerning academic honesty continue, naturally, to apply.

Grades on papers will be considered notational only. That is, grades will in no sense be "averaged," but will serve as indices by which the student may measure his individual performance against familiar standards. (Nonetheless, papers receiving notational grades of "F" or "Unacceptable" must be rewritten and resubmitted.)

6. GRADING:

Students will be invited to participate in discussions with their teachers and group discussion leaders to arrive at their final grades for each quarter. At that time, each grade will be decided upon by evaluation of the student's performance in all areas of the course--specifically those enumerated above. Of course the greater use a student makes of the various options available to him, the more likely he is to convince his teachers that he deserves a favorable grade; conversely, the less advantage he takes of the opportunities afforded directly by the course, the more difficult he will find it to demonstrate excellence in the areas a grade is intended to cover.

XX staff members are enthusiastic about the experiment this list represents, and we hope the students will share our enthusiasm. Few colleges and universities, we think, have devised means to place a student's education so fully in his own hands, especially during the freshman year. Naturally, we continue to welcome your suggestions and your criticism.

It is anticipated that in future years stricter regulations (something like those operative during the past quarter) will apply during each fall quarter, in order to make somewhat less abrupt the transition from secondary school to college -- but that a relaxation, or redirection, of these emphases can occur thereafter. The second and third quarters of this academic year are sure to be decisive.

APPENDIX II

After some discussion in a special faculty meeting which I thought was misleading with regard to freshman evaluations, I asked one of our student assistants to read through the comments made by freshmen on an end-of-the-quarter questionnaire in which they were specifically asked whether the course should be continued in future years, and, if so, how they would recommend change.

The next page is her summary of findings.

FRESHMAN EVALUATION OF THE XX COURSE

Breakdown of Freshmen sentiments concerning the XX:

87 students - definitely keep the course with most suggesting some changes.

86 students - say the course needs to be changed (they apparently assume it will be maintained). They are not necessarily pleased with the course and many are quite critical.

51 students - don't definitely say to keep the course, but seem to think it is good (or, at least, a good idea but, perhaps, not working out well).

48 students - ambiguous replies. There were either no comments or an inability to judge their feelings from their comments.

13 students - recommend dropping the course. They are very disenchanted with it.

13 students - suggest making radical changes, i.e. making the course optional, only 2 quarters in length, more like colloquia, or emphasize only one topic each quarter and let the student choose which topic to study.

9 students - suggest making the XX an upperclass course (generally suggested for the sophomore level).

Totals:

Total number of evaluations: 307

233 students - suggest (or at least assume) maintaining the course
26 students - suggest eliminating or radically changing the course
48 students - don't know

APPENDIX III

One of our student assistants, Claudia Brobst, did nothing but alphabetise file cards, record attendance, and then evaluate the evaluations on the cards.

There is no question but what deciding into which of five piles of cards to place each is a matter of subjective judgement. Therefore the five-point Grade Point Average of each plenary session has no strict quantitative meaning. However, Claudia did it every time. No one else was ever allowed to exert an outside judgement. Presumably, her judgement remained the same all year(Iinstructed her to that effect.)

The GPA's are therefore valid, relative to each other.

Many interesting observations are possible from these tables. For example, on December 2nd and 3rd, Professor Kimon Giocarinis spoke. His GPA the first day was 3.571, and on the second day 4.173, a very high rating. This does not mean that he was better the second day. If taken in conjunction with the attendance figures, 310 and 254, it means that those freshmen who gave him a low rating the first day didn't return for his second lecture. The high ratings are from the fans.

XX and its Roots

REPORT OF ATTENDANCE AND INDIVIDUAL EVALUATIONS FOR FALL 1970

	Event	5-point scale GPA	Number present
23 Sept	The Conservative Perception Lecture: Peter Witonski, Washington Univsity	3.05	374
24 "	The Anti-Conservative Perception Lecture: Professor Sidney Peck, CWRU	4.65	376
28 "	The Two Perceptions Of Our Current Predicament Review and Critique: Professor Hale Chatfield Professor Eugene Peters	4.1	370
30 "	Films: *Operation Abolition* *Operation Correction*	4.0	283*
1 Oct	The Artistic Search Lecture: Paul A. Rochford	4.175	368
5 "	The Scientific Search Lecture: Professor Edward B. Rosser	3.445	360
7 "	The Poetic Search Lecture: Professor Hale Chatfield	4.375	373
8 "	The Human Search Lecture: Professor Warren Taylor	3.1	348
12 "	The revolutionary Viewpoint Revealed in Folk Lore and Folk Music Performance: Stuart Bernstein Bruce Hutton, Hiram	4.54	345
14 "	Manifestations of the Conservative-Anti-Conservative Points of View on the Campus Presentation: The Rochford Fifth	4.54	345
15 "	The XX Examined	4.2	345
19 "	The XX Examined	4.255	341
21 "	The XX Examined	3.775	333
22 "	The Student Revolution and Higher Education Lecture: Geoffrey Chapman The Revolution of Youth Lecture: Professor Alan Langdon The Civil Rights Movement Lecture: Hale Chatfield The Intellectual Revolution and the Post-Modern Mind Lecture: Professor Kimon Giocarinis	3.87	309

* This figure excludes those who left early

26	"	Moral Revolution: The Breakdown of Obsolescent Systems Lecture: Professor Paul A. Rochford New Morality, Personal Responsibility, and Situtational Ethics Lecture: Bill Rudman Scientism and the Technological Revolution Lecture: Professor Edward Rosser Pollution and Population Lecture: Professor James Barrow	3.993	282
4	Nov	Urban Crisis Lecture: Reverend C.T. Vivian, Chicago	4.3	298
5	"	Urban Crisis: Architecture and City Planning Lecture: Victor Christ-Janer, architect	3.75	341
9	"	Morality and the Business Ethic Lecture: Mark Logan, American Home Products	3.66	318
11	"	Film: *Death of a Salesman*	4.33	355
12	"	Society and Technology Lecture: Dr. Juergen Schmandt, Harvard	3.04	309
16	"	The Industrial Revolution Lecture: Professor John Strassburger, Hiram	4.275	328
18	"	The Scientific Revolution and Man's View of the World Lecture: Professor G.W. Morgan, Brown	3.994	329
19	"	The Scientific Revolution and Man's View of the World Lecture: Professor G.W. Morgan, Brown	4.258	303
23	"	The Revolutionary State of Mind Presentation: The Chatfield Fifth	4.486	278
30	"	Darwin and the Idea of Evolution Lecture: Professor James Barrow	4.297	297
2	Dec	Social Darwinism Lecture: Professor Kimon Giocarinis	3.571	310
3	"	The Idea of Progess Lecture: Professor Kimon Giocarinis	4.173	254
7	"	The Impact of Science, Technology and Industrialism on Society Presentation: The Taylor Fifth	3.945	252

XX and its Roots

REPORT OF ATTENDANCE AND INDIVIDUAL EVALUATIONS
Winter 1971

		5-point scale GPA	Number present
4 Jan	The Charter of American Individualism Lecture: Prof. Warren Taylor, Hiram	3.855	344
6	Films: *Triumph of the Will* *The Witnesses*	4.1	338
7	Totalitarianism in Germany Lecture: Prof. Robert Neil, Oberlin	4.575	327
11	Language and Thought Control Lecture: Dr. Fred Bissell	3.747	332
13	Film: *1984*	4.168	352
14	The Social Vision of George Orwell Lecture: Prof. Carey McWilliams, Brooklyn College	4.509	305
18	Authoritarian Ideologies Lecture: Prof. Warren Taylor, Hiram	3.547	302
21	Communism and World Revolution Lecture: Ferenc Nagy, former Prime Minister Of Hungary	4.6075	331
25	Karl Marx, Man of His Age Lecture: Prof. Ronald Suny, Oberlin	4.069	334
28	Marxism: Remnant of the Past Lecture: William A. Rusher, *National Review*	3.361	258
1 Feb	Ideology and Power in Latin America Lecture: Prof. George Melnykovich, Hiram	3.849	311
8	Communism in Russia Lecture: Alfred Levin, Kent	3.181	282
10	Democracy in America Lecture: Prof. John Strassburger, Hiram	3.715	291
11	Capitalism in the U.S. Lecture: Prof. C.H. Cramer, CWRU	4.046	282
15	Nationalism Lecture: Prof. Kimon Giocarinis, Hiram	4.16	243
17	Internationalism: The Antidote Lecture: Prof. Arthur Larson, Duke	3.81	263

18	Classical Formulations of the Population Problem Lecture: Prof. William Palmer, Hiram	3.622	246
22	Overpopulation Awareness Lecture: Dr. David Burleson, Carolina Population Control Center	3.734	259
24	Film: *Project Survival*	4.18	261
25	Problems of Food Supply Lecture: Prof. Edward Rosser, Hiram	3.838	228
1 Mar	The Biological Time Bomb Lecture: Prof. Dwight Berg, Hiram	4.111	278
3	Poverty in the U.S. Lecture: Mrs. Lucille Huston, Cooperative Urban Studies Center	3.541	266
4	The Relevance of an Ecological Microcosm Lecture: Prof. Steven Kress, Antioch	4.026	272
8	The Individual Polluter Lecture: Prof. James Barrow, Hiram	4.563	247
10	A Chemist's View of Soil, Air, and Water Pollution Lecture: Prof. Joseph Denham, Hiram	2.238	257
11	Planet Survival Presentation: The Rosser Fifth	4.252	234

XX and its Roots

REPORT OF ATTENDANCE AND INDIVIDUAL EVALUATIONS
Spring 1971

			5-point scale GPA	Number present
29	Mar	The Role of the Intellectual Black in the White Man's World Lecture: Wiley Smith, Kent	3.991	323
31		Black Militantism Lecture: Prof. Edward Crosby, Kent Panel: Ed Crosby, Claudia Highbaugh, Major Harris, Isiah Williams	3.822	320
1	Apr	The Generation Gap Lecture: Prof. Hale Chatfield, Hiram	3.936	327
5		The Generation Gap Panel: Jeff Liebert, Carole Rudich, Paul Martin, Thorn Pendleton	3.2045	308
7		Film: *Nothing But a Man*	4.675	292
8		Controversy and Politics of the Moynihan Report Lecture: Barry Brooks, Student, Harvard Medical School	3.516	302
12		Film: *Where is Prejudice?*	4.267	311
14		The Origins of Racism Lecture: Playthell Benjamin, Univ. of Mass.	3.966	237
15		The Making of the Afro-American Lecture: Lonnie Edmonson, Student, Hiram	4.12	284
19		The Origin and History of Women's Liberation Lecture: Nubra Watson, Graduate Student, Brandies	3.288 2.995	299 210
21		Women's Liberation Today Panel: Kent Women	3.66	288
22		Play: *The Independent Female*	3.467	285
26		Relativity Lecture: Prof. Alan Friedman, Hiram	4.234	270
28		Relativism and Cubism Lectures: Prof. Kimon Giocarinis, Hiram Prof. Paul A. Rochford, Hiram	3.626	277

29	Freud and his Impact Lecture: Prof. Warren Taylor, Hiram	3.949	254
3 May	The Sexual Revolution and the Future of Sex Lecture: Prof. Paul A. Rochford, Hiram	4.224	272
5	Crisis in Religion Lecture: Prof. Richard Rubenstein, Florida	4.29	304
6	Future of Religion Lecture: Prof. Richard Rubenstein, Florida	4.389	314
10	Secular Man: Bodies in Revolt Lecture: Prof. Thomas Hanna, Florida	3.684	288
12	Themes of Alienation in Modern Painting and Theater Lectures: Prof. George Schroeder, Hiram Prof. Keith Leonard, Hiram	3.922	270
13	Scientology Lecture: Ben Gibson	4.012 3.297	177 259
17	Computers Lecture: Prof. Edward Rosser, Hiram	2.819	254
20	A Review of the Topic So-Far Lecture: Prof. Hale Chatfield, Hiram	3.712	229
24	The Current Scene in Various Kinds of Sounds Lecture: Fresh Music Group	3.119	269
26	Abstract Expressionist Painting and Concrete Poetry in Response to the Bomb Lectures: Prof. Paul A. Rochford, Hiram Carl Fernbach-Flarsheim, Poet	3.643	230
27	The Disintegration of Painting and Sculpture Lecture: Carl Fernbach-Flarsheim	2.57	216
31	Science as the Major Art of the XX Lectures: Prof. Paul A. Rochford, Hiram Prof. Eugene Peters, Hiram	3.56	204
2 Jun	Multi-Media: The Scientific Art Performance: The Layton Fifth	3.931	218

HIRAM COLLEGE · HIRAM, OHIO 44234 · TELEPHONE (216) 569-3211

5 January 1972

To: Warren Taylor

From: Charles Toomajian

Re: Student Evaluation of Twentieth Century Course

As you know, we collected evaluative information from students enrolled in the Twentieth Century Course at the end of the Fall Quarter. A total of 285 usable questionnaires were returned. The results are listed below.

Based on a 5 point scale with 1 being low, the following ratings were given:

	Average
The lectures	3.18
The films	3.34
Sessions with faculty leader	3.51
Sessions with student leader	3.04
The papers	3.40
The readings	3.47
Satisfaction with course as a whole	3.07

Most of the students availed themselves of the opportunity to make general comments as we suggested. I have attached a random sample of those comments. If you wish to see all of them, I'd be glad to share the forms with you.

I hope this information is helpful as you continue in this year's Twentieth Century Course. If I can be of further help, let me know.

Charles R. Toomajian

Att.

Random Student Comments on Twentieth Century Course - Fall, 1971.

I enjoyed the XX Century Course very much because I learned much more about the total aspect of life and the world than I could have within a regular class.

I think it would be better if this course were dropped and an English course substituted. I don't like just briefly skimming over subjects as important as the ones brought up here.

I cannot think of a better way to present this type of course--perhaps more student discussion would have been interesting, but that is dependent on the students, to the greatest extent.

I think it is set up well now. Maybe just having it 2 hours in the morning would be sufficient. The areas I felt were good and basically the curriculum was followed well.

Not so lengthy lectures!!

Continue as is!!

I feel that the twentieth century should remain the same because I am not able to suggest an innovation that would make the course any better. I was content.

Please keep some type of liberal arts program but it needs more inter-student discussion after each presentation. We still cling to the antiquated system of teacher expounding to silent, absorbent pupil--we need more inter communication.

It is a very good idea, and I think it should be kept. However, ideas for papers should not be mere repetition of the week's work, as it was this year. It might be possible for the students to do a research paper on a deeper aspect of what the course had gone into, or at least assignments with a deeper subject.

Complete waste of time.

I felt the 20th Century was not necessary in its complete form. Opening our eyes to the entire world has merit, but I feel you underestimated us, on the whole. As a substitute for Freshman English, it is excellent.

I like the idea of the lectures and films. One thing that I didn't like was the length of time spent at each lecture and sometimes too many films were shown. The readings were good at least some of them but it seemed as though we were really pressured to cover so much material. Yes, it is a very broad course but maybe it could be limited a little more.

I think the idea of teaching us the different cultures and philosophies is really great. In this course we can learn more things because it is a combination of many others. I think it should be taught different. They should have fewer lectures and should have different points of view.

I think the course should study more current events. It is difficult to form an opinion on historical facts. Most of the work this quarter was a study of the past and since the course is named "Twentieth Century" it should concern itself less with the past than the present. I also think that one of the Wednesday sessions should be dropped since you get sick of hearing the same points emphasized over and over.

I feel that the 20th Century Course is basically good. Some of the readings we were assigned were too long though. (i.e., Sand County Almanac) Many of the lectures we heard were excellent but in some cases the speaker tended to ramble on. The films that were shown were good but often there was repetition in the films and in the lectures and readings.

HIRAM COLLEGE · HIRAM, OHIO 44234 · TELEPHONE (216) 569-3211

July 15, 1972

To: Warren Taylor

From: Charles Toomajian

Re: Evaluation of Twentieth Century Course

As you know, we distributed questionnaires to the students enrolled in the Twentieth Century Course in the Spring Quarter during the last week of classes. A total of 260 usable forms were collected.

The questions we developed, I think, attempt to focus on many of the aims of the course. As we both know, it is extremely difficult to measure these subjective areas by asking students directly; I also suspect that their evaluations might be quite different a year from now.

Based on a 5 point scale with 1 being low, the following ratings were given:

	Average
The lectures	3.26
The films	3.26
The sessions with faculty leaders	3.47
The sessions with student leaders	3.00
The papers	3.32
The readings	3.17
Satisfaction with course as a whole	3.11
My awareness to current events has enlarged	3.45
My ability to find rational effective solutions to problems has increased	2.82
I have been encouraged to explore selected topics independently	3.09
I have been encouraged to pursue areas unfamiliar to me before taking the course	3.13
I have been encouraged to think critically	3.37
I have participated freely in class discussions	3.16
I have assumed increased responsibility for my learning	3.22
I have increased by ability to integrate material from diverse fields of study	3.30
My sense of enrichment of my own life has been continued and strengthened	2.96

As you can see, all of the average scores are in the "average" range of the scale. It does appear to me that the sessions with the faculty leaders are better received than the other elements of the course and that, on the average, students feel they have been encouraged to think critically more often than many of the other aspects measured. It is also encouraging that awareness to current events seems to have been enlarged.

Once again, most of the respondents made general comments about the Twentieth Century Course as we encouraged them to do. I have chosen a few at random and attached them. Naturally, if you want to look through all of them, I'd be happy to share the rest with you.

I hope this information is helpful as you plan next year's course. If I can be of any further assistance, do not hesitate to contact me.

Charles Toomajian

Att.

Random Student Comments on Twentieth Century Course - Spring, 1972

TWC should be a pass/fail course. Lecture attendance could be enforced by putting a maximum number of absences on lectures, etc. (say 3) and the student would automatically fail. I didn't feel compelled to work for this course as much as I did for my Colloquia.

I feel very sorry for those students who did not attend lectures, films, classes, etc., who did not participate substantially in the T.C. program. They'll never know what they missed.

The course could have been interesting but it didn't seem very stimulating to me. I liked the course because I enjoy doing papers and getting good grades.

The Twentieth Century program has potential in format, but lacks practical application. Too often the lectures, reading and class assignments do not coordinate. I think that the teachers of a particular section should assign the readings to coordinate with his scheduled discussion, rather than strive to encompass all that is covered. Also, should be more strict in attendance and participation.

I feel that the course should be given on a pass-fail basis and that attendance of lectures and films should be mandatory.

I did not care for my student leader--I felt it was a waste of time being here when the student leader was leader of the class.

I feel that the most successful sessions were those which were almost 100% discussion. (Mondays and Thursdays) The idea of the session leader lecturing during group meetings didn't appeal to me. I thought that these times were best for communicating with others and getting different ideas and points of views.

I feel that the setup of the 20th Century program, i.e. looseness of lectures, films and discussion groups, does not facilitate a graded program. The professors couldn't possibly know all that a student learned from the readings or lectures.

My only suggestion is that perhaps the quality of the movies could be improved. They were often too long and exhausted your interest instead of stimulating it.

This course is a good one but Winter quarter was too varied. The topics were good but not enough time was spent on each one.

The course needs some compelling drive for students to do the readings. I loafed the first two quarters and didn't learn too much. The last quarter I was on a panel discussion and was compelled to do the readings. I learned a lot more and was a little more pleased with the course.

Do not pick just any teacher to teach the 20th Century Course. Have 20th Century teachers suggest readings from current periodicals to be an aid in each week's topic--The New Republic, The New Yorker; mind stimulating factual opinion rather than just facts or just opinion. It would make the course more relevant to today--THIS WEEK!--rather than just only the ideological and factual material of the present era.

Twentieth Century as an alternative to English is poor. If it still exists, it should at least be made non-mandatory. The course also has potential for being relative to today but isn't. The first quarter of history of XX Century is only useful to History Majors.

APPENDIX 9

THE INTERDISCIPLINARY COURSE PROGRAM

NATURE AND PHILOSOPHY OF INTERDISCIPLINARY COURSES

An interdisciplinary course is one in which several disciplines are brought to bear on a single problem or topic or on a series of related questions. The assumption is that there are many possible ways in which an "object of contemplation may be seen or may be presented," and that there rarely is "but a single side to man and thing."

In an interdisciplinary course the historian does history; the chemist, chemistry; the student of literature and economist, literary and economic analysis respectively. It is the course itself that crosses disciplinary lines because it deals with subject matter which does not fall exclusively within the confines of a single discipline and because it is concerned with objects which have a multiplicity of faces--objects, therefore, which are to be studied cooperatively by several disciplines.

The assumption which underlies our espousal of interdisciplinary courses is not that the historian, for example, can do the work of a psychologist or the psychologist the work of the historian, but rather that each can fructify the work of the other, each can contribute insights which are valuable to the other, and that for an adequate understanding of certain questions, for a completeness of vision, the collaboration of several disciplines representing several distinct standpoints or viewpoints is necessary.

Whenever possible or desirable interdisciplinary courses will be taught by two or more instructors representing two or more disciplines. If we are going to ask the scientist to do science and the philosopher to do philosophical analysis, it follows that at least two distinct disciplines would have to be represented in an interdisciplinary course. This, however, may not either in theory or practice mean two "men," for individuals can be found possessed of expertise in more than one field.

Many of the values and purposes of an interdisciplinary course are implied in its definition.

Needless to say, in an inter or multi-disciplinary course, the subject itself is of importance, and the understanding of the object of contemplation, whatever that may be, is one of the principal aims of the course.

Moreover, as we have implied, it is the objective of an interdisciplinary course to offer a complete or near-complete statement on a subject, arrived at as a result of successive shifts of position, changes in vantage point, and inspection from a number of different angles; it is the objective of such a course to make an object fully apprehensible by revealing all of its facets.

To point out that there are many possible approaches to a subject, many ways of looking at the same thing is another major objective of an interdisciplinary course. Such a course aims at underscoring the many-faceted complexity of things and at illustrating the truth that for something to become fully apprehended it has to be revealed in all of its aspects.

Still another objective of such a course would be to point out the differences between the various disciplines themselves (as exemplified in their distinctive approaches to a given question, their characteristic ways of thinking, the language they use, their diverse methods, the assumptions proper to each, their strengths, and their weaknesses), to help clarify their nature, to show how they can be in conflict with one another as well as in harmony and, perhaps, to point to the possibility of an integration of knowledge on a plane which transcends that of the individual discipline and its necessarily restricted point of view.

Finally by "demonstrating the relevance and utility of many disciplinary perspectives" to the understanding of a question or the solution of a problem, the interdisciplinary course will help both instructors and students see their own specialties in broader terms and in a wider context. Interdisciplinary courses can function as an antidote to narrow professionalism: the mental habit of the person who looks at things from a single viewpoint only.

There are dozens of questions or problems which lend themselves to, or even cry for, the interdisciplinary approach: topics which can be handled from many perspectives and, indeed, which ought to be so handled in order to become fully apprehensible.

It so happens that the questions which are complex enough to call for an interdisciplinary approach, are also questions of real and profound academic, scientific, and human interest. This coincidence is not a mere accident. The more basic a question is, the more it tends to be of concern to more than one discipline and to interest the sensitive and educated person as such. The argument was presented that in selecting topics of interdisciplinary courses we should be guided by what is relevant, timely, and what is of concern to man qua man. Interdisciplinary courses, it was said, should be courses which are truly "in the world." We are not disposed to quarrel with this idea. The interdisciplinary course must of necessity deal with questions of universal or near universal concern. In any case, since interdisciplinary courses would be among those few courses required of all students, they must be courses which satisfy the criteria of real human interest and relevance.

On no account is it to be assumed, however, that because the most urgent of the problems of our "national community" happen to be at present those of "racial injustice, urban decay, poverty, violence and crime," interdisciplinary courses in order to be "in the world" have to deal only with such problems. "Contemporary society and problems" is one of the rubrics under which interdisciplinary courses will be offered. Interdisciplinary courses will also deal with other questions under other rubrics: with historical questions, because man is a creature interested in his past and has a way of profiting from such a study; with purely scientific and mathematical questions, because man is curious about the physical universe and the nature of number; with purely epistemological questions, because man wonders about the nature of his own knowledge; with ethical, aesthetic, philosophical and literary issues, because he is interested in the nature of the good, the beautiful, and the true; with abstract as well as concrete questions; and with questions about what is going on in a part of the universe thousands of light years away from him as well as those about what is happening in his own backyard. Some of the most fundamental issues bearing on us as living and thinking creatures can be discussed in connection with what might appear at first sight to be purely "academic," and esoteric questions--not "in the world." In any case, in choosing topics to treat in the interdisciplinary way we might give to the lasting, the perennial, the perpetual and perdurable its due place. We must balance the timely against the timeless.

THE REQUIREMENT

The requirement is as follows: At least three Interdisciplinary Courses are to be taken by the student after his Freshman year. These courses must be selected so as to include at least one professor from each of the following divisions:

1. The Humanities and the Fine Arts
2. The Social Sciences and History
3. The Natural Sciences and Mathematics

Since there are markedly different approaches to knowledge represented by each of the above divisions, it was concluded that the student ought to learn how at least one scholar from each division handles a problem or topic.

Construing the requirement in this fashion will not assure that the student will be exposed to all the disciplines. It does, however, provide him with the opportunity to acquaint himself with the methods and language of several disciplines, and it is our hope that options will be used in a spirit compatible with the objective of the requirement which is to acquaint the student with the standpoints of as many disciplines as possible.

INTERDISCIPLINARY COURSES

201. Introduction to the Cinema. (1) Aims to define the film, examine the basic concepts of film, and give the student an understanding of the motion picture as an art. *5 hours*

202. Comparative Arts. (1) The meaning and nature of artistic activity; the role of the arts in the life of man: acquaintance through analysis with some major achievements of Western Civilization in music, literature and the visual arts. An integrated study of various art forms, their interrelations, and the common ingredients organized ideologically rather than chronologically. Such major artistic stances as the Classic, the Baroque, the Romantic, the Gothic and the Realistic are examined without regard to period. The notion of very similar temperaments and achievements in artists from different periods, countries and art forms is pursued in connection with Michelangelo, Beethoven and Milton. *5 hours*

203. Historic Views of Man. (1) Distinctive opinions that have been important in the past and continue to influence man's thinking about himself. The issues discussed are pertinent to the study of history, philosophy, theology and literature. Writers selected because they state a particular point of view in an interesting way, e.g., *Beowulf*, Plato's *Phaedo*, Epictetus' *Discourses*, the *Book of Job*, Bunyan's *Pilgrim's Progress*, Marlowe's *Dr. Faustus*, and Rousseau's *Emile*. *5 hours*

204. The Creative Imagination in Contrasted Civilizations. (1) Selected representative styles and values in art, literatures and religions of ancient Egypt, India and Confucian and Taoist China. Comprehensive interpretations of the cultural achievements of those societies. Correlations of meanings and values expressed in literary works, symbolized in religious teachings, and visualized in art. Humanistic syntheses which seek to reveal the full personality of civilized individuals and the dominant characteristics of civilized societies are emphasized. *5 hours*

205. Authority and Community. (1) Analysis, comparison, and evaluation of the Utopias imagined by Plato, Sir Thomas More, Jean-Jacques Rousseau, William Morris, Samuel Butler, Edward Bellamy and B.F. Skinner; and for further contrasts, the dystopias of Aldous Huxley and George Orwell. *5 hours*

206. Satire and Caricature in Literature and Art. (1) Satirizations of man in representative works: in Spain, Cervantes and Goya; in France, Voltaire and Daumier; in England, Swift, Hogarth, and Gillray; in Germany and Czechoslovakia, George Grosz and Jaroslav Hasek; in the United States, Mark Twain and newspaper cartoons. Background materials which further illumine these works and questions of the nature of satire and caricature. *5 hours*

207. Modern Heroes and Anti-Heroes in Life and Literature. (1, 2) "What is a hero, and what does the notion of heroism tell us about human values?" Readings include fiction, drama and poetry by Herman Melville, Joseph Conrad, Albert Camus, Jean Genet, and other literary artists; psychological and anthropological writings by such figures as Erik Erikson, Sigmund Freud, Eric Hoffer, Margaret Mead, B.F. Skinner, and Allen Wheelis. *5 hours*

208. The Artist's Response to Crisis, 1890-Present. (1) The momentous transformations occurring in the visual arts and theatre in Europe. Similarities in attitudes and beliefs among creators in both fields and analogies among their works. The works are studied against their social, political, economic, scientific and intellectual backgrounds. The crisis in realism at the close of the 19th century; the symbolist movement, art nouveau, and fin de siecle decadence; the cubist movement; effects of the new media of photography and cinema on artistic thought; emergence of artistic themes of dread, alienation and despair; manifestations of the nonrational and irrational in expressionist, dada, surrealist, and absurdist art. *5 hours*

209. The Development of Nineteenth Century British Social Protest. (1, 2) The evolving protests against the ills of 19th century society resulting from rapid industrial and technological change. Balancing historical and literary approaches, the course moves from the effects of the French revolution to the rise of socialism and the Labor Party; from the poetry of Shelley to the drama of Shaw. (Fall Quarter in Cambridge, England). *5 hours*

210. Evolution and Modern Man. (3) The Darwinian and neo-Darwinian concepts of evolution, the evaluation of these principles as they apply to the origin and development of man himself. The implications of the evolutionary process for modern man. Problems concerning the social and cultural evolution of man are discussed with the aid of a variety of specialists. *5 hours*

211. Law and Society. (1, 2) The phenomenon of law and its relation to society. Problems in the philosophy of law, such as the nature of law and the relation of law and morality; theoretical problems related to concrete legal issues such as free speech, civil disobedience and military justice. *5 hours*

212. Meaning of History. (2) A critical study of various attempts by social scientists, philosophers and historians to discern the pattern of the past, elaborate an explanatory model or schema of social growth and decay, and assign a purpose and justificatory value to history. *5 hours*

213. The Middle Ages. (1) A general introduction to the period, stressing cultural and social history. Wide use of films, tapes, readings and dramatizations. *5 hours*

214. Human Ecology. (2, 3) The basic principles of biological and sociological ecology; the modern concept of the ecosystem, with emphasis on man's place in it. Pollution and population problems will be major concerns, and the Cuyahoga River Basin will serve for purposes of demonstration. *5 hours*

215. Introduction to Analytical Methods for a Social Science: Economics. (2, 3) The basic mathematical and graphical techniques used in economic analysis. These techniques will be of a general nature and may be extended, at least in part, to other social sciences. No prerequisites, but students with strong background in mathematics and/or economics will be asked to study more advanced topics. *5 hours*

216. American Individualism. (1) The intellectual and moral freedom and responsibility of the individual in characteristically American attitudes and ways of thought in government, literature, religion, and philosophy. Readings in the writings of Jefferson, Lincoln, Emerson, Thoreau, Whitman, Woolman, Channing, Finney, Peirce, William James, and Dewey. *5 hours*

217. The Edwardian Frame of Mind. (1, 2) Major trends in England between 1880 and 1914. With the backdrop of European culture, music, poetry and the arts, the English reluctantly and extravagantly leave their Victorian past behind. Before the outbreak of the "war to end all wars," England faced suffragettes, Einstein, Sarah Bernhardt, Caruso, and the Titanic disaster. Basically, the evolution of an Edwardian frame of mind smoothed the transition between crinolines and rag time. The excesses and anxieties of the Edwardian era reveal the germ that grew into "this strange disease our modern life." *5 hours*

218. Energy and Life. (3) Man's interrelations with his resources; the availability and limitations of these resources in the realms of his environment—air, water, land, and energy. Basic physical and chemical realities underlying the availability of these finite ecological resources. *5 hours*

219. The Physics and Chemistry of Artistic Media. (1, 3) Various theories of color, light, and optics applicable in both subtractive (pigment) and additive (light) mixing; the Ross-Pope version of classical Newtonian optics. Edwin Land's variation. The chemical phenomena operating between pigment, binder, medium, and various grounds. The dynamics of color and the effect of spatial and tonal interaction on aesthetic response. The nature of aesthetic judgment as it relates to the psychology of perception leads to an understanding of how predetermined artistic effects are realized. Lectures and demonstrations are supplemented with studio and laboratory experiments. *5 hours*

220. Studies in British Culture. (1, 2) Part of a special program of studies designed to be taught in Cambridge, England, during the Fall Quarter. Normally taught by professors from the Departments of History and English. British culture studied from different angles, and with various emphases, but always with an eye for doing things that could not be done in Hiram, Ohio. Numerous field trips, on-site investigations and a research paper. Preference is given to upperclassman. *5 hours*

221. Religious Existentialism. (1) The movement of existentialism in its quest for meaning in a universe threatened by absurdity. The human condition in both its phenomenological and metaphysical dimensions. Those thinkers who argue that meaning can only be found within the framework of man's finitude, and those who look for transcendent meaning. The existentialist's search for an understanding of reality which will lend support to responsible "man on the way." Existentialists considered are Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Sartre, Camus, Marcel, Buber, Tillich, Whitehead and Hartshorne. *5 hours*

222. Human Sexuality. (1, 3) The nature and function of human sexuality. The biological and clinical aspects of sexuality, its psychological and social dimensions, and selected aspects of its treatment in the humanities. Religious attitudes toward man's sexuality, theoretical formulations of the nature and significance of sexuality, and ethical treatments of the subject. *5 hours*

223. One-Two-Infinity. (2, 3) Traces two of the central concepts of mathematics, starting with their origins in the classical world and following their development through to the present time. The concepts of number and magnitude, and their relation to the philosophy of the Pythagoreans and the development of geometry and algebra. The recurring problems of the infinite and the infinitesimal in the history of mathematics and science. Strongly historical course, with emphasis on the ideas of mathematics rather than the techniques, while studying simple problems which elucidate the ideas. *5 hours*

224. The Humanism of Jean-Paul Sartre. (1) Two related dimensions of Sartre's humanism: as a man of letters, author of many plays and several novels and essays, and as a humanist existentialist who insists that existential philosophy is a courageous affirmation of man. An examination of both his literary and his philosophic writings, including *Nausea, No Exit, Dirty Hands, The Devil and the Good Lord, The Transcendance of the Ego,* and *Existentialism.* *5 hours*

225. French Literature as Grand Opera. (1) A number of grand operas whose story lines were inspired by some of France's best writers. In each case, the original story or play is studied for its own merits as literature; then the transformations in the operatic libretto are noted. The music and how it interacts with the drama to create a work of art. *5 hours*

226. From Theatre and Fiction to Film. (1) The decisions implicit in turning a work of one medium (theatre or fiction) into another medium (film). Defining the film, examining its basic concepts and its form as art by distinguishing it from its literary predecessor. Several plays, short stories and novels are studied, then the filmed version is studied as film. *5 hours*

227. The Revolutionary Generation of 1776. (2) The political thought of the Revolutionary generation in its historical context. The remarkable—the revolutionary—events of that time which compelled men to engage in serious yet practical political thinking. To grasp these men's political principles we must know fully the whole range of problems they faced. To what extent those political principles guided the activities of the Revolutionary generation. Some of the more important political tracts of the time, including the debates of the Constitutional Convention. Some of the 18th century's more formulaic statements of political philosophy, those of Locke and Montesquieu. Some standard monographs on the Revolutionary period, e.g., Carl Becker's famous study of New York. *5 hours*

229. *Man and Cosmos.* (1, 3) Some of the more important philosophical implications of contemporary physics. The transformation from classical to present-day physics. The relation between chance and order in the physical world. The broader meaning of the physicist's understanding of this relation, not only for the sciences, but for human life and society as well. A background in one of the sciences, preferably physics, or in philosophy is recommended. *5 hours*

230. *To Cope With the Past.* (1, 2) A basic problem of Western civilization which is particularly relevant to twentieth century Germany. From the time of the 1914-1918 War through the post-1945 period, Germany has tried in a number of ways to cope with the past of the Western world, its own mythic past, and the guilt of its immediate past. *5 hours*

231. *Spiritual and Literary Monuments of the English Renaissance.* (1, 2) The creative transition from medieval abbey and castle to parish church and manor house in Renaissance England. Important religious and literary documents in the context of famous places and noble monuments. Offered off campus only. *5 hours*

232. *Science, Technology, and History in Pre-Industrial and Industrial Britain.* (2, 3) The interplay between science, technology, and history in Britain from the early 17th century to the mid-19th century. The impact of science on thought, the popularization of science, the interplay of science and technology, and the impact of techology upon the social, economic, and political structure of Britain. Class discussions based upon readings from significant scientific and literary thinkers (Bacon, Newton, Priestley, Jonson, Pope, etc.), field trips (science museums, industries, Laxton, Glasgow, etc.), appropriate drama productions and concerts, and a research project. Offered off campus only. *5 hours*

233. *Religion and Education in America.* (1, 2) The trends and issues in the relationship between religion and education in America. An historical survey of religious and moral concerns within religious thought and practice, and the combination of secular and religious concerns in parochial education. The fundamental issues behind the contemporary debate about the proper roles of religion and education in a pluralistic society in which moral, religious and secular viewpoints constantly interact. *5 hours*

234. *Historical Backgrounds in English Literature: Selected Topics.* (1, 2) Part of a special program of studies in British culture to be taught in Cambridge, England. Students will read representative works of English literature and become familiar with the historical concerns and events that are reflected in them. *5 hours*

235. *From History to Drama: Shakespeare's History Plays.* (1) The imaginative transformation of historical actualities into artistic presentations. Analyses and interpretations of Shakespeare's ten history plays. Emphasis on (a) Shakespeare's insights into and conscious development of the motives and methods involved in efforts to get, exercise, and hold economic, political, or moral power; the final consequences of those efforts; (b) Shakespeare's skill in dramatizing those insights; and (c) recurrences of Shakespearean themes in the political activities of our own century. *5 hours*

236. *Mystique and Reality: The Emergence of the Modern Woman.* (1, 2) The changing status of women in Western societies; the variety of roles open to women; how popular definitions of "woman" and "family" have evolved. Documentary period literature which illustrates how women have thought and felt about the role society has given them. *5 hours*

237. *Geometry and Nature.* (3) Certain geometric aspects of nature and the role of geometry in the development and understanding of physical theories. Topics include logic and deductive (axiom) systems; symmetry in nature; projections, rotations, and translations, and invariant properties; geometry—a description of space; relativity. *5 hours*

238. *American Folk Culture.* (1, 2) Aspects of rural American culture, 1760-1860, with an emphasis on the Cooperstown area. Folklore, primitive art, literary background, and rural crafts. Possible texts: Cooper, *The Pioneers;* Crevecoeur, *Letters from an American Farmer;* Rourke, *American Humor;* Bode, *American Life in the 1840's.* Offered off campus only. *5 hours*

239. *The Phenomenon of Jewish Survival.* (1, 2) The historical phenomenon of the survival of the Jewish people and their maintenance of a continuous identity for close to 4,000 years, half of it lived without formal corporate structure or established homeland. Facts will be filtered through the different perspectives of the discipline of religious thought, the science of sociology, and psychology. *5 hours*

240. *The City of Paris.* (1) The cultural-historical-artistic-social-political-geographical fabric that constitutes the phenomenon of a unique city with a personality of her own. Parks, places, architectural and historical monuments, bistros, the Bibliotheque Nationale, the Sorbonne, museums and churches. Everything that contributes to the flavor of Paris, from the Hotel de Ville and its two kinds of police to her cuisine. *5 hours*

APPENDIX 10

PUBLICITY ABOUT HIRAM'S NEW CURRICULUM

Ravenna Record Courier April, 1970

Hiram gets $110,375 grant

HIRAM — Hiram College has received a $110,375 grant from the National Endowment for the Humanities to help carry out its new curriculum program which has received national attention.

Outright funds of $60,375 plus $50,000 in matching funds will be for use in the next two years. Half of the matching funds — $25,000 — will be provided by the college.

Hiram was one of seven institutions listed in the April issue of "Changing Times" as schools which have modernized their programs to meet changing needs.

The magazine article notes that Hiram reduced its requirements in majors and replaced its traditional freshman program by tutorials and a common lecture course.

The two-week Freshman Institute initiated last year at Hiram stresses communications skills. A new year-long course for freshman, "The Twentieth Century and Its Roots," examines present-day problems and their historical roots.

Hiram also replaced traditional majors with areas of Concentration which are clusters of related courses crossing departmental lines and making the curriculum more flexible.

President Elmer Jagow credited Dr. George Morgan, Hiram College planning coordinator for his work on the new curriculum program and in preparing the proposal which resulted in the grant.

The National Endowment for the Humanities is an independent agency of the government established five years ago to support scholarship and education in the humanities.

Other national publications which have cited Hiram's program include the Christian Science Monitor, Saturday Review of Literature, The Chronicle of Higher Education and United Press International.

Ravenna Record Courier February, 1969

Hiram Receives Grant For New Curriculum

HIRAM - A revamped curriculum program at Hiram College eliminating majors and stressing freshmen orientation received a $60,000 boost from the National Endowment for the Humanities. The grant to Hiram was the largest of 40 awarded to 38 colleges and universities and two other educational associations.

Some $30,000 has been made available in direct support. An additional $30,000 was offered, provided Hiram College produces matching money.

The National Endowment for the Humanities is a federal agency dedicated to the support and strengthening of the study of the humanities and related social sciences.

The new curriculum, to begin next fall, features a two-week Freshman Institute before the start of classes in the fall to stress creativity and self expression in workshop-type sessions.

Meeting with a professor in small groups of 10 to 15, the students will learn what is expected of them at Hiram. Individual thought, and research will be emphasized with the idea that learning is more than repeating what is read in a textbook.

After regular classes start, freshmen will meet in groups of 10 to 12 with a professor who will also be their advisor. At these Freshman Tutorials, possibilities for the future will be discussed and the emphasis will be on broadening horizons and stimulating thought in areas of mutual student-teacher interest.

All freshmen will also meet as a group in a common course called "The Twentieth Century and Its Roots."

In this class, the college will use many facilities in the examination of the major problems and issues of the day such as racism, poverty and urban blight.

Guest experts, campus lecturers, films, panels, debates and many other devices will be used to stimulate thought and discussion. Traveling plays and concerts will also be brought in to supplement other materials.

During upperclass years under the new Hiram program, each student will be required to choose at least three Interdisciplinary Courses from a number which will be available.

These courses will be taught by two or more professors from two or more departments, discussing different facets of the same problem or topic. In many cases these courses will replace the often-dull introductory courses required of students in areas of study other than those of their major interest.

Instead of majors, the new Hiram curriculum will emphasize "areas of concentration" made up of clusters of related courses.

Ravenna Record-Courier, Ohio
June 10, 1969

Along the Way

Hello folks!

U. S. Senator Stephen Young is hailing Hiram College as the first college in the nation to produce an answer to student demands for more meaningful modern education.

In September, Hiram will introduce a major year-long course, "Twentieth Century and Its Roots," as a requirement for all freshmen. Hiram officials already have arranged for nationally known experts to meet with students and discuss current topics such as student alienation, poverty, civil liberties, pollution and prevalent confusion over moral values. Filmed interviews with Malcolm X, James Baldwin and the late Dr. Martin Luther King, Jr. will be shown.

"Were President Garfield, a famed Hiram alumnus, alive today, he would no doubt rejoice that other university presidents, including Stanford of California, have written Hiram expressing interest in this program," Senator Young says in his column from Washington.

Young predicted other colleges will copy the Hiram program.

Cleveland Plain Dealer
June 11, 1969

Lesson From Hiram

The common complaint by student protesters everywhere that higher education has failed to keep up-to-date has been heard and heeded at Hiram College.

As a result, Hiram's new course on "The Twentieth Century and Its Roots," a requirement for all freshmen beginning in September, should be an answer to the critics.

Hiram's approach to updating includes filmed interviews with such persons as writer James Baldwin and the late Rev. Dr. Martin Luther King and Malcolm X. It also features discussion to be spurred by visitors to the campus who are knowledgeable about such things as poverty, moral values, civil liberties and pollution.

Hiram's offering should be worth the attention also of educational institutions which have not yet found ways to answer their critics.

Christian Science Monitor

Trends . . Saturday, May 17, 1969

How relevant can a college get?

This fall Hiram College in Hiram, Ohio, will introduce a new yearlong course for freshmen called "Twentieth Century and Its Roots."

It's the administration's answer to student demands for more meaningful education.

Nationally known experts will meet with freshmen on such current topics as civil rights, student alienation, poverty, pollution, and the current confusion over moral values.

Among learning materials to be used will be filmed interviews with the late Rev. Dr. Martin Luther King Jr. and Malcolm X, and with James Baldwin.

Several other universities, among them Stanford, are looking into freshman programs similar to Hiram's.

Saturday Review
March 15, 1969

Academic Innovation

IN THE FACE of the "knowledge explosion," student unrest, and the demands of black students, college educators have begun to reconsider the structure and content of their tradition-bound curricula. Recent efforts emphasize interdisciplinary study, a flexible individualized curriculum, and a closer working relationship between professor and student. Particular stress has been placed on revising the freshman year.

Last month at Stanford University, the Study of Education at Stanford (SES), reporting on its two-year examination of undergraduate education, proposed: a freshman tutorial in which a professor would work closely with a handful of students, a minimal number of required courses, more interdisciplinary work, and strengthened counseling. Vice Provost Herbert Packer, chairman of the study committee, said the members were "profoundly convinced that the key to changing the cognitive style of students, of making college a distinctively adult experience, lies in the freshman year."

Educators elsewhere seem to agree. Hiram College in Ohio has developed a two-week summer orientation program in which all freshmen, thirty faculty members, and thirty upperclassmen discuss a subject of major concern. The traditional freshman program has been scrapped for tutorials and a common lecture course, "The Twentieth Century and Its Roots."

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**EDITED BY:
Hiram College
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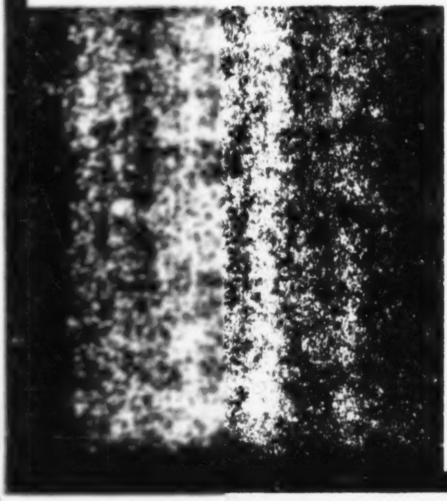

Hiram College Alumni
Magazine
Fall 1969

'New Curriculum Merits Your Support'

In June of 1969, Senior Editor George B. Leonard, of Look Magazine authored an article titled "Beyond Campus Chaos, a Bold Plan for Peace." The article outlined needed changes in all areas of the College University.

Commenting on curriculum, Mr. Leonard said "Today's curriculum cheats the students by splitting off thought from action, mind from body, intellect from feeling . . ."A student must have a chance to practice the art of putting thought and action together . . . The test of this education will be not a student's ability to verbalize, but the way he lives."

Last week James Reston in his New York Times syndicated column noted that Harvard University is asking, in private, "Whether it's past assumptions about authority, faculty, admissions, courses of study, are really relevant to the problems of the 1970s."

IN MY JUDGMENT, one of the reasons for the existence of Hiram College is its high potential for adaptability and response to change. Hiram College, by instituting its "New Curriculum", seems to be well on its way toward evolving a thoughtful and timely adaptation to tomorrow's society.

The New Curriculum is the first occasion large amounts of students and faculty time have been directed in shared inquiry, into areas of current concern, in the academic setting.

The need of the student to understand, in a personal way, the climate of these clamorous days, "The Twentieth Century and its Roots," and make a meaningful response is surely at the heart of a long Hiram tradition.

IF WHAT I HAVE DESCRIBED for you Old Grads seems too far out or too much of a change, let me remind you that Hiram graduates and friends of Hiram have sought, through many college generations to be responsible to the human community.

The degree of this responsibility is reflected in the contribution made in a wide variety of professions and vocations and in the inspiring way in which many alumni are human resources in that community. It seems to me that the "New Curriculum" is in the same tradition.

I FEEL THE New Curriculum is deserving of your enthusiastic and general financial support. Please begin the new year by sending a check to New Curriculum, Development Office, Hiram College, which could insure the financial success of the new program. What better way could you start the 1970s than by keeping your College moving ahead to fulfill today's educational needs for her students.

Sincerely,

Arthur B. Crandall

**President
Alumni Council**

THE PLAIN DEALER, MONDAY, OCTOBER 6, 1969

Hiram Gears New Course Towards Student Freedom

By DEENA MIROW

Staff Writer

HIRAM — Those who want to know what today's students mean when they call for "relevant education" will find the answer at Hiram College.

"Relevant" is only one of many adjectives which has been used to describe the innovative "new curriculum" which the small liberal arts college, 35 miles north of Cleveland, introduced this fall.

The curriculum is the result of two years planning by all segments of the campus community. It includes six basic parts—the freshman institute, the freshman colloquium, the 20th century and its roots, areas of concentration, interdisciplinary courses and activity units.

"The idea is to make learning more flexible and exciting, to demonstrate the broadness of knowledge rather than package it in little boxes called courses," explained Hiram President Elmer Jagow.

THE CURRICULUM was based upon the premise "that by giving students more freedom and more responsibility, along with the opportunity for more individual faculty guidance, a college can create an atmosphere in which both academic inquiry and personal growth will flourish."

Freshmen quickly were immersed in the "new curriculum" when they arrived on campus last month for a two week freshman institute which was geared to emphasize creativity and self-expression.

The students spent as many as 14 hours a day discussing books, viewing thought-provoking movies, listening to panel discussions and lectures on communication and related subjects, participating in human relations laboratories and writing four papers.

The 350 freshmen divided into 26 small groups, each with a faculty adviser, for many of the projects, including the filming of a movie.

Each group was given an "almost foolproof" camera and eight minutes of film. The students could produce any kind of movie they wished as an exercise in organization, clear relationships, coherence and communication.

MOST STUDENTS and faculty found the institute worthwhile and said it achieved its goals—stressing the importance of effective communication, pointing out the need for creativity and imagination, breaking down traditional faculty-student barriers, giving the students an idea of what their education should be like and orienting them to the campus and its facilities.

Now that the institute is over, freshmen are participating in two other programs—the colloquia and a course in the twentieth century and its roots.

The colloquia are courses which center on a particular theme or topic, but are not introductory courses to a particular academic discipline. They place emphasis on the personal dimension of learning and on effective reading and writing and serve as "an introduction to scholarship in the liberal arts tradition."

Freshmen must take two colloquia during their first year on campus. Each colloquia will have 10 to 12 students. The 30 topics slated for the first quarter include "The Daemonic Side of Man"; "Privacy: Personal and Public"; "The Impact of Twentieth Nazi Germany on Twentieth Century Though and Experience"; and "Education: Can It be Made Democratic?".

"The Twentieth Century and Its Roots" is a year-long course which will examine contemporary issues such as alienation, racism, nationalism, imperialism and the population explosion.

EACH TOPIC will be introduced with a statement of its importance using guest speakers, films, debates and panel discussions.

In his sophomore or junior year, the Hiram student will select a major area of concentration to which he will devote most of his time during his last two years on campus.

It may be a traditional major such as history or physics, or it may be a more individually tailored program such as Latin America studies or classical humanities.

The upperclassmen also will broaden and integrate their knowledge by taking at least three interdisciplinary courses, each one taught by at least two faculty members from at least two departments.

Along with his academic credits, the student also must receive activity units by participating in physical education, social action work, dramatics, music, writing, tutoring or some other type of extracurricular activity.

IN ADDITION to academic growth and development, there also has been physical growth and development on the Hiram campus during the past year.

Four new buildings — a $1.4-million student center, a $1.5-million humanities and social science building, $300,000 art center and a $30,000 biology station have been opened since last spring.

The Kennedy Student Center was made possible through a gift from Hiram trustee Edwin L. Kennedy and his wife, Ruth.

When Kennedy, now a partner in Lehman Brothers of New York, was a student at Ohio University in the 1920s, he recieved a $50 student loan from a fund administed by a Hiram trustee. At that time he vowed he would someday donate money to the college which made it possible for him to continue his education.

The Frohring Art Center was built with funds donated by Mr. and Mrs. Paul Frohring and Mrs. William Frohring.

Hiram College Pushes Individual Expression

Ohio Experiment May Serve as Model of Decomputerized and Personal Approach

HIRAM, Ohio (UPI)—Hiram College Prof. John Shaw succinctly sums up today's student: "He doesn't want to be an IBM card."

The student wants to study things that interest and concern him. He seeks a closer relationship with his professors. He wants to plan his own course of study, not have it imposed on him.

Toward these goals, Hiram College this year introduced a new curriculum in which freshmen study such problems as alienation and the generation gap, professors meet their students in conversation groups of 10 to 12 and contemporary films and drama supplement lectures and the classic books.

Unique Programs

Students, freed from many rigid requirements and arid survey courses, may devise unique study programs that cut across departmental lines. They can get credit for extracurricular endeavors such as social work or tutoring disadvantaged youngsters.

The revised curriculum may serve as a model for other colleges seeking relevancy and a personal dimension to education in a day when students protest about outmoded courses and being data processed through big, impersonal institutions.

Officials of other schools, including experimental Hampshire College being organized at Amherst, Mass., have visited Hiram to study the new curriculum.

"It speaks to the whole relevance thing—and it passes muster educationally," says Robert Calk, associate dean of students.

"It is not antiriot oriented," adds Elmer Jagow, president of the 1,150-student liberal arts college, located 35 miles southeast of Cleveland.

Hiram's revised curriculum focuses on the freshman year.

New students arrive on campus two weeks before regular classes begin to participate in a freshman institute, an exhilarating introduction to college that emphasizes personal expression in a variety of media.

This year's 317 freshmen worked 12 to 14 hours a day writing themes, making speeches, viewing and discussing provocative commercial motion pictures and listening to lectures on language and communications skills. Faculty members met regularly with the students in seminar groups of a dozen or less and offered individual help as needed.

Students also produced original, eight-minute films—writing the scripts, playing the parts, manning the cameras and editing the film. One film, for example, portrayed through movements of the hands a range of human emotions. Another was concerned with waste—of time, resources and human potential. A third focused on loneliness.

Seminar-Type Classes

Once regular classes begin, the first-year students enroll in freshman colloquia. These are seminar-type classes in which 10 to 12 students and professor take an informal, conversational approach to a subject.

From course descriptions and biographical material sent to them during the summer, the freshmen pick the subject and the professor for their colloquia. The instructors also are volunteers, each having come forward with the idea for the course he wanted to teach and the manner he wished to present it. Topics run the academic spectrum: "Man and His Natural Environment," "Crisis in America," "History and Fiction," "Computers and the Mind," "Art: Image, Medium and Meaning."

None of the colloquia is an introductory survey to a particular discipline. Rather each is intended to introduce the students to liberal arts scholarship through course content that relates to his interests.

All freshmen also are enrolled in an innovative year-long course, "The Twentieth Century and its Roots," which examines contemporary issues such as alienation, racism, nationalism, the generation gap and the urban crisis. Guest lectures, films, panel discussions, dramatic presentations and small seminars with student leaders are brought into the course, along with faculty members from a wide range of departments.

Grading in the institute, colloquia and "twentieth century" is on a "pass-fail" basis.

Three Subjects

Freshmen take one additional course during the two academic quarters they are enrolled in colloquia and two additional courses the other quarter. Hiram several years ago pioneered the 3-3 system in which each student studies three subjects during each of the three quarters.

Aspects of the new curriculum applicable to Hiram's upperclassmen, as well as freshmen, are the replacement of "majors" by areas of concentration and establishment of interdisciplinary courses taught by at least two professors from at least two departments.

The areas of concentration in which the students study in depth for two years may involve a single academic department or cut across departmental lines. The student may, with the assistance of his faculty adviser, devise a unique area of concentration that meets his individual interests as well as

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Hiram College Puts Stress on Individual

Continued from 6th Page

the college's very flexible requirements.

The curriculum revision evolved from recommendations of an administration-faculty task force and a student advisory committee.

"There was a great deal of student input," President Jagow said. "For example, class size. The students pressed hard on this. They said, once you go past 15, you might as well go to 90."

The result was that the freshman institute, the freshmen colloquia and other courses are organized in groups of 10 to 12 students.

"I think the students feel a considerable sense of authorship and responsibility," Jagow said

Seminar Groups

Prof. Shaw, director of the freshman institute and leader of one of its 26 student seminar groups, sat with his dozen students in a circle of chairs talking about Charles Dickens and what he has to say to today's world.

Moderating a discussion of Dickens' 1854 novel "Hard Times," Shaw referred to one character who appeared to emerge as a successful self-made man and of another who failed to rise from poverty. The point Shaw, an English professor, was making was that the character who made it had some social assets going for him while the one who didn't had only liabilities.

"Does this have any relevance to the blacks in the ghetto or the people in Appalachia?" Shaw asked. After an animated discussion, the group of students appeared to agree that Dickens' commentary on 19th century England has applications today.

Shaw ended his discussion by telling his students where he would be for the remainder of the day and encouraged them to seek him out if they needed help with a theme that was due the next day.

Discussing the close relationship with students and the emphasis on communication, Shaw said, "We've had freshmen who come here and never say a word in class for four years. They let the more articulate and verbose take over.

"Now we feel we have an opportunity to set them talking and if they get started, they'll continue."

He said he expects continuing effects from having faculty members from all departments participating in a program that dwells on expression.

"I don't think any of our professors can read a theme or paper any more without noticing weaknesses in presentation," Shaw said.

Intimate Classes

The initial reaction of students to the new curriculum was positive. And there was another observable effect—the enthusiasm of the faculty members, young and old, artists and scientists, who put their small groups of freshmen through their initial paces. Language teachers guided film makers, mathematicians conducted discussions of literature, scientists evaluated oral and written communication.

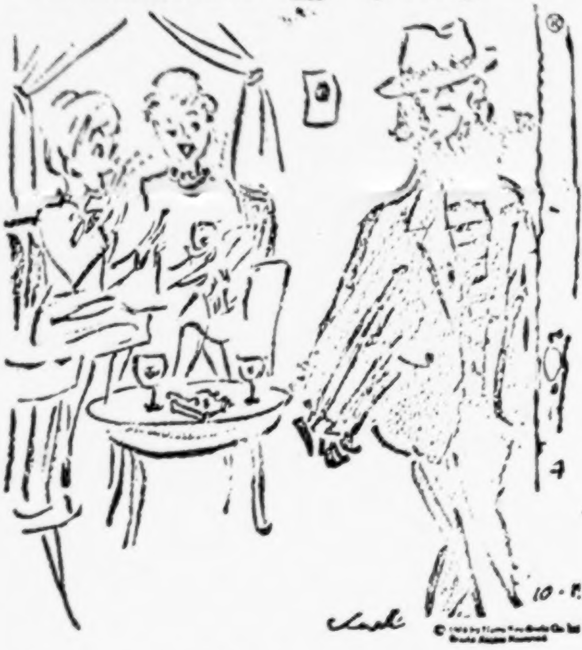
Reacting to the close contact with faculty members and the intimate class size, freshman Fred Nadel of Little Falls, N.J., said:

"If they lectured at us in groups of 300 we'd be so cold in three days, we'd be unreachable after that."

Richard Cummings of Windsor, Vt., who attended high school in Waukegan, Ill., said he found the small classes and access to faculty members "impressive."

"I went to a very large high school. We didn't have this kind of rapport."

THE NEIGHBORS By George Clark



"Oh, my husband felt he was getting too old to keep on teaching college. So he grew that beard and now people take him for a student."

Los Angeles Times
Monday, Oct. 13, 1969

Christian Science Monitor November 15, 1969

Revised curriculum stresses current issues

Special to The Christian Science Monitor

Hiram, Ohio

A bearded student filmmaker zooms to two men hand wrestling. His lighting technician adjusts a fierce beam aimed at the subjects in conflict.

The students are freshmen at Hiram College. And film was only one of the media used in a precollege institute held this fall to prepare the incoming class for the demands that the college years will put on their communication skills.

The 347 participants in the two-week Freshman Institute gathered in advance of the rest of the Hiram student body. They wrote a series of four papers, gave speeches, listened to lectures on language and communication, viewed provocative commercial films, including "Blow Up" and "Juliet of the Spirits." And they made their own silent movies. The sessions kept them busy 12 to 14 hours a day.

The institute is only one of several aspects of the complete overhaul Hiram has done on its college curriculum. The changes are the result of a two-year study by faculty and student committees. And now that it is getting its first run, similar committees are watching it closely for needed improvements.

When classes began, the freshmen continued their small-group relationship with professors by meeting in new groups of 10 to 12. Called "freshman colloquia," the groups represent a second facet of the changes at Hiram. Each colloquium has a different theme, but all emphasize self-expression and self-understanding.

Hiram's president, Elmer Jagow, hopes the colloquia will help "students adjust to college-level work more readily and, hopefully, raise their academic and career aspirations.

"More than that," he adds, "the give-and-take of the colloquia will enable the leaders to gain firsthand knowledge of [students'] abilities and ambitions. And this will be invaluable in counseling the students who, under the new curriculum, will be designing their own individual academic programs."

Students chose what colloquia they wished to attend after reading a description of the background and interests of the instructors as well as of the content of courses available.

During either the winter or spring quarter, each freshman will take a second colloquium with a different professor and a new group of students.

A third change in the freshman offerings at Hiram, a course called "Twentieth Century and its Roots," involves the whole of the freshman class for the entire first year.

The students are covering the gamut of topics of current concern, from socialism and communism to racism and poverty, war and revolution. Nationally known guest speakers, campus lecturers, films, panel discussions, and plays and concerts are being used to explore the contemporary scene.

The rest of the Hiram community isn't left out of these events. Sessions are scheduled at times when all interested members of the campus community can attend. Small discussion meetings follow the large-group assemblies.

"Twentieth Century and its Roots," like all other freshman courses, is taken on a pass fail basis.

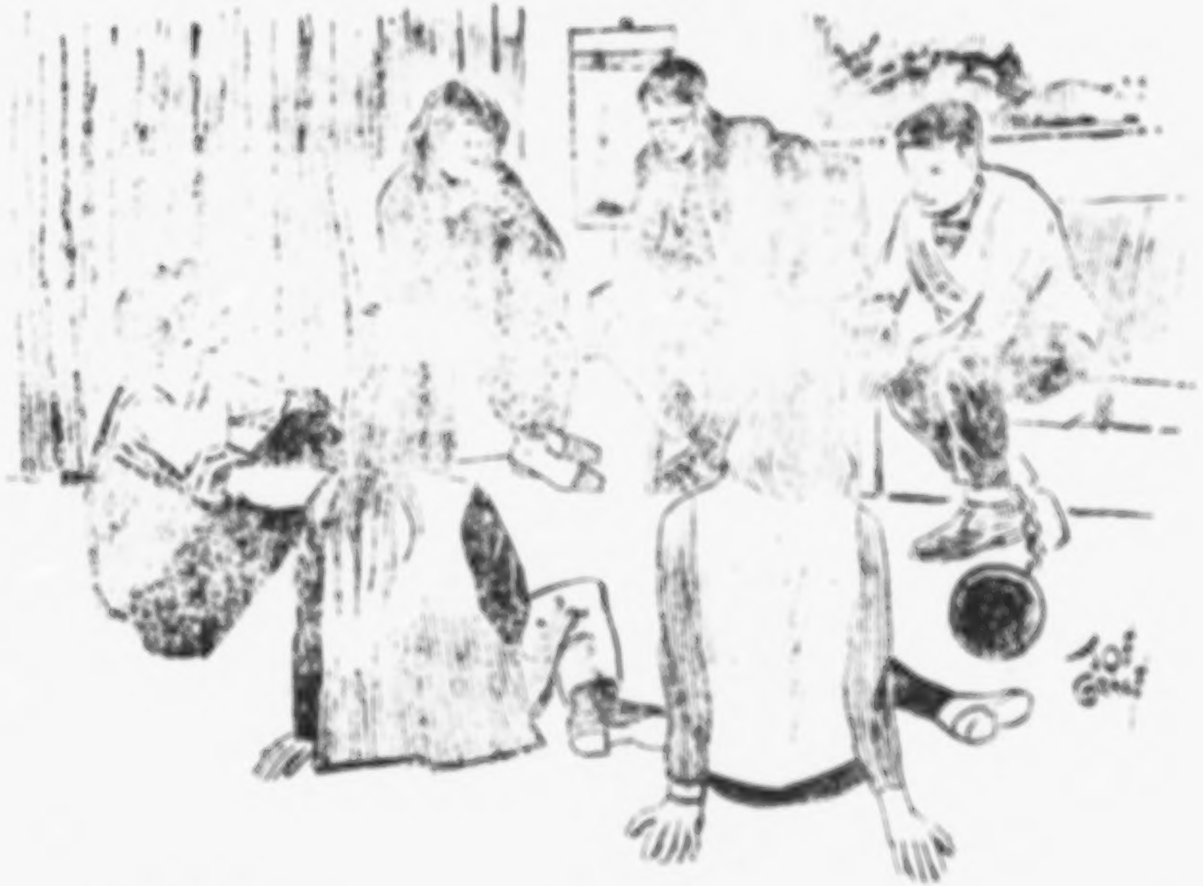
When the new breed of Hiram students become upperclassmen, they will have some new programs awaiting them. Interdisciplinary courses replace most of the survey courses usually dished out to students taking work outside their major field.

Instead of traditional college majors, Hiram students now select areas of concentration or clusters of related courses which cross departmental lines. Under this plan students are required to take no more than 10 courses within a single department. They may, however, select additional courses in the area as electives.

The new curriculum has the effect of reducing the number of graduation requirements. Therefore students can shop around more than under the traditional system. Many electives can be taken early in the student's academic career when he still has time to switch academic goals as he develops new interests.

Sunday, February 22, 1970 Akron Beacon Journal

Hiram Is Making Education Personal, Meaningful



By HELEN CARRINGER
Beacon Journal Education Writer

A young man in blue jeans was stretched out on the floor, his head propped on one hand.

A Ball and Chain Club pledge, dragging the appropriate symbols on his ankle, sat on a sofa beside one of the five girls in the class and a student assistant took his place on the floor.

With the arrival of the professor in the small, carpeted room of an old home on the Hiram College campus, the informal gathering was complete. An almost deadly serious analysis of Marcusian philosophy began.

JIM PAUL listened intently, then rose from his horizontal position and sat up. He admitted he was confused, but he had something to say:

"I don't think man is inherently selfish or inherently anything else. I think he's socially created. Most freedom and most liberation lies in the mind. This bugs me about Marcuse (Herbert Marcuse, Marxist philosopher). Liberation through revolution — at least in physical terms — is kind of absurd."

Dr. William D. Carroll, Hiram professor and chairman of the education department, waited for Jim to continue.

"I agree with all the indictments of social systems Marcuse is talking about, but it seems to me his idea of revolting and liberating the world isn't an answer. I think he's a fraud. He's not out in the streets fighting for anything. He's in San Diego, basking under a conservative sun."

DR. CARROLL bridged a silence with one brief comment:

"Marcuse would agree with you that freedom is a quality [illegible] — and as as slowly.

The two hours of weekly discussion, however, called for deep thinking and serious study on the part of the freshmen. This was the kind of lengthy stuff most college students, including those at Hiram, might have expected to work into in their junior and senior years.

BUT Dr. Cramer's colloquium on "Voices From the Past" is typical of the fare freshmen are getting in a completely revamped Hiram curriculum.

The program has proved just about every doubter that ever [illegible] [illegible] and [illegible] both professors and students of the traditional [illegible] studies.

It is Hiram's way of making education personal and meaningful for young people who are demanding answers to their questions.

HIRAM plunged its freshmen deep into college life and its objectives in a two-week seminar at the beginning of the year.

During those two weeks, groundwork was laid for immediate serious study in fields which attracted and interested the student in a choice of 30 group discussions.

In its new program, Hiram substituted a full year course, "The 20th Century and Its Roots," and the talk sessions for the usual survey or introductory courses offered freshmen.

THE HEART of the program is the colloquium, required the first quarter and one of the two remaining quarters of the first year.

'You explore broad aspects of a subject'

Each colloquium is limited to 12 students. Some have had as few as eight.

The professor [illegible] [illegible] [illegible] a subject the students are interested in. It takes the student to consider all the facets of the question. Classes meet at least twice a week, generally more.

More than one class has gone on for hours in the living room of the professor's home. Time, place and number of meetings depend not on a fixed schedule but convenience of those involved. The student-faculty relationship is a close one.

SO FAR the program has worked well. Dr. Robert L. Watson, director of the freshman colloquium program, does not anticipate any major changes next year.

Watson is an [illegible] [illegible], energetic [illegible] or philosopher. He [illegible] and students [illegible] but [illegible] [illegible] programs are [illegible] to see them move forward.

THE WHOLE freshman plan demanded a regrouping of forces to move into the small classes and individual attention. This was done, not by enlarging the faculty, but by offering the "20th Century" course to the freshmen in one large group — all 350 of them.

Outlines of the Hiram proposal were so acceptable to the National Endowment for the Humanities (NEH), it awarded the college a $70,000 planning and development grant.

Part of the money is being used to bring outstanding lecturers — men from Harvard, Duke, Brown, Washington, colleges and universities all over the country — and pay for films and concerts for major presentations. Each of the 16 broad subjects dealing with such things as alienation, racism, nationalism, population explosion, are covered later in small discussion groups.

MANY of the faculty [illegible] were [illegible] to "20th Century" [illegible] to the discussion groups. No professor is allowed to [illegible] discipline such as [illegible] sociology, history and [illegible] from all others.

The program has opened new dimensions to professors as well as students. Some of its advantages are obvious.

Dr. Paul Cunningham, chairman of the sociology department, said, "I can spend two or three days on one [illegible] I could only allude to in an ordinary course where you barely have time to open the door.

"When you have 12 students [illegible] for 12 weeks, you can really explore broad aspects of a subject."

And Dr. Watson added:

"If a student wants to do additional work, you can let him know and let him go."

FRESHMEN have a good [illegible] in what they are studying because they [illegible] after the courses. If their proposals are not acceptable to a faculty review group, they are not offered. If they are not acceptable to students, they won't survive very long.

Topics themselves are intriguing: Evolution and Modern Man, The Arts in America, Modern Man's Search for Himself, Environmental Design, Science and Society, Religious Experience and Expression, and many others.

There is even a colloquium on "Love," with readings from Plato, the Bible, Freud and de Rougemont required.

ABOUT the only thing not included — much to students' delight — are quizzes and exams. But there's plenty of writing. In "First Person Singular," a colloquium taught by Dr. John Shaw of the English department, students were asked to write a lengthy (typewritten) autobiography.

Dr. Shaw tried it himself first to be certain it wasn't too long an order.

"These students have a lot to give and we want to begin [illegible] [illegible]," he said. "They [illegible] what they [illegible]."

"I've been here 20 years," he added, "[illegible] [illegible] [illegible] seen this kind of [illegible]. [illegible] [illegible]."

STUDENTS themselves, in an evaluation of the new program, indicated [illegible]. They liked the interaction among students. They felt they learned more. They felt their understanding of contemporary society and issues had increased.

Hiram's dynamic president, Elmer Jagow, said the program deals more with what the student can and wants to learn rather than what the professor can and wants to teach.

It helps to "grab" the young person, he said, and is more in line with their sense of urgency as expressed in that old [illegible] prayer: "Dear Lord, teach me patience — immediately."

Akron Beacon Journal
Sunday, February 22,
1970

"What's the answer to campus unrest?" asks Mr. Lloyd Stoyer of Hiram College in introducing this article about a new curriculum at Hiram. Certainly the curriculum is not the only answer to his query, but it is a vital factor. Both Hiram and Southwestern at Memphis have come up with new curriculum offerings designed to challenge the freshman: greater emphasis on independent study, close freshman-faculty communication, individually tailored courses. Mr. Stoyer describes the plan in operation at Hiram, and in the article following, Mr. Loyd C. Templeton writes concerning the Freshman Program at Southwestern at Memphis.

THE "NOW" CURRICULUM AT HIRAM

Lloyd Stoyer
Director of Public Relations
Hiram College

What is the answer to campus unrest?

Some colleges and universities have tried calling in police. Others have taken tough legal action. A few just sat tight until the disorders bogged down and died.

But Hiram College in Ohio has taken some positive steps to get at the roots of the anger which have been causing dissent on U. S. campuses.

A new "now" curriculum put into effect this fall is designed to fit the needs of today's college students.

Already it has received national publicity and evoked strong interest from colleges and universities across the country.

Ohio's U. S. Senator Stephen Young has hailed it as a positive step toward peaceful change on the campus.

The "now" curriculum puts more flexibility into the traditional study program and more relevance into college courses.

It provides small classes of 10 to 12 students in the freshman year when young people need them most and makes possible individually-tailored courses designed to fit each student's individual needs.

The new program starts with a two-week Freshman Institute before regular classes begin in September.

In this program, groups of 10 to 12 students meet with a professor to learn what college is all about. The emphasis is on creativity and self-expression, both written and verbal.

Each group of students will use video tapes and tape recordings and each group will write, produce and act in a movie as a means of self analysis.

When regular classes begin, groups of 10 to 12 students with generally similar interests will meet with professor-advisors.

These classes, called Freshman Colloquia, will meet for two quarters of the freshman year.

Object will be to decide on goals in life, to broaden perspectives, read and talk about things of mutual interest and freely exchange ideas in a substantive, but informal, atmosphere.

"In many colleges and universities students don't have the opportunity to meet in classes this small until they are upperclassmen or graduate students," Hiram College President Elmer Jagow points out.

"We think there is a need to establish a close relationship with students early and to maintain it throughout their academic career."

Freshmen as a group will take a course called "The Twentieth Century and its Roots" which is designed to take a comprehensive look at the problems of today such as racism, poverty and the population explosion.

This class will meet throughout the freshman year and use guest experts, campus lecturers, debates, films, plays, concerts and panels to explore current issues and their backgrounds.

These class sessions will be followed by small group discussions to add relevance to the larger sessions.

As upperclassmen, each Hiram student must choose at least three team-taught courses exploring a number of facets of large topics such as war and revolution.

To broaden the approach, the Interdisciplinary Courses will be taught by two or more professors from at least two departments.

Those who choose may take a traditional "major" course of study at Hiram, but it will also be possible for a student working with his advisor to tailor-make a course of study designed especially for him.

These "areas of concentration" will consist of clusters of related courses which cut across departmental lines.

"The idea is to make learning more flexible and exciting and demonstrate the broadness of knowledge rather than to package it in little boxes called courses," says President Jagow.

Graduation requirements have also been made much more flexible.

No more than 10 courses will be required in any one college department though the student may elect to take more.

And no more than 17 courses will be required in any area of concentration, leaving the student more time to sample courses in other areas.

A limited number of courses may be taken on a pass or fail basis, encouraging students to sample subjects they might miss completely under a traditional college course of study.

To turn out well-rounded individuals, Hiram will also require participation in extra-curricular activities for graduation.

These "units of participation" will include physical education and a selection of activities such as dramatics, social action projects, music, writing, tutoring and many others.

Hiram, a 119-year-old institution of 1,100 students located 35 miles southeast of Cleveland, has a long tradition of successful innovation.

This is where in 1934 the widely-copied Single Course Study Plan was born. Under this program students took one concentrated course at a time for five-week periods.

The college was one of the first in

College of the Month

Hiram . . . A Study of Innovation

Why not go to a college where you can design your own education, make movies, become involved with faculty members engaged in special projects, and study the problems which face Americans today? This type of program is nothing new to the administration of HIRAM COLLEGE, which was the first to pioneer the 3-3 plan. HIRAM COLLEGE, a four-year liberal arts institution located 35 miles southeast of Cleveland, has behind it a long tradition of successful innovation.

This is where in 1934 the widely-copied Single Course Study Plan was born. Under this program students took one concentrated course at a time for five-week periods.

The college was one of the first in the country to adopt the 3-3 Study Program, still in use at HIRAM, which consists of three courses taken in each of the three quarters in the academic year.

This past fall, HIRAM instituted its latest innovation — the Hiram Curriculum. Designed over a two-year period by students and faculty members working together, the Hiram Curriculum has been adopted as another significant step in adapting higher education to the needs of our times. It has already received widespread recognition in academic circles and a major planning and development grant from the National Endowment for the Humanities.

The Hiram Curriculum provides personal guidance and attention to each student's individual needs. It makes a concentrated effort to give students a realistic look at major modern problems. The curriculum offers students the opportunity to plan with their advisor an educational program tailored to fit their individual needs while still permitting the option of following a more traditional "major" program of study.

The curriculum consists of an integrated freshman program, plus a series of upperclass courses aimed at broadening and correlating the student's knowledge. Highlights of the Hiram Curriculum are:

1. The Freshman Institute — During the two weeks preceding the formal opening of the school each September, the Freshman Institute provides an intensive program of study and practice in communication skills. This serves as an extended orientation course, where a faculty member works with a group of about 10 students. There are assigned readings, with discussion groups. Each student writes four carefully-evaluated essays. The entire group attends lectures, views films, and participates in panel discussions. Students use tapes for self-criticism of speeches, and each small group produces its own 8 mm movie. All freshmen are required to participate and are graded on a pass/fail basis.

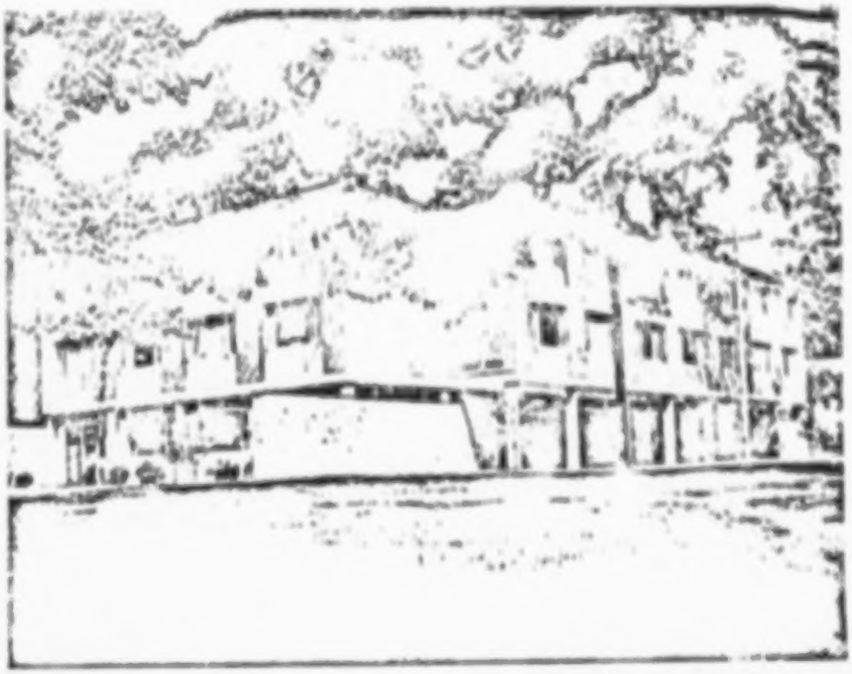
2. Freshman Colloquia — When regular classes begin in the fall, each freshman continues his small group learning experience, meeting with 9 or 10 other freshmen in a Colloquium. These groups are made up of different students and professors than those which met during the Freshman Institute.

The students and their professor seek together to accomplish a number of objectives. They explore areas of academic interest and general intellectual importance to both the students and their professor. The course is designed to serve as an introduction to a liberal arts education. In addition, the group continues to work on the development of effective written and oral communication begun in the Freshman Institute. The topic and format for each Colloquium is left to the individual professor, who allows for individual interests, skills, and even deficiencies within the group as he seeks to cultivate the students' moral sensitivity, imagination, perspective, and taste.

A variety of informal and creative techniques are employed in the Colloquia, usually in the form of group discussions, reading, writing, films, independent research, and field trips.

Students select two Colloquia, one in the first quarter and another with a different professor and group in either the second or third quarter. The professor of Colloquium I serves as the student's advisor until he selects a specific area for academic concentration. Students are graded on a credit/no credit basis, with a special program designed for those students receiving a "no credit" evaluation.

3. Twentieth Century Course — Another freshman requirement is a year-long course called "The Twentieth Century and Its Roots." The course encourages a student's involvement with the issues of the times, such as racism, war, poverty, and the population explosion. In order to explore current issues, the college offers guest experts, campus lecturers, debates, films, plays,



MODERN ACCOMODATIONS — Henry Hall, a women's residence, is one of four new dormitories situated on the northwest edge of the campus. HIRAM is one of the few small Midwestern colleges that is maintaining its financial stability.

INNOVATION'S SOURCE — This traditionally ivy covered classroom building houses many new ideas and approaches in curriculum. Through a variety of options, the HIRAM student has a large degree of control over his educational experiences.

concerts, and panels. The class sessions are followed by small group discussions, and a further attempt at effective communication, a biweekly newsletter, is published by the students in the course to serve as a forum for student and faculty reaction to lectures, movies, etc. This course is also graded on a pass/fail basis.

4. Interdisciplinary Courses — Each student takes at least three Interdisciplinary Courses as an upperclassman. These courses are taught by at least two faculty members representing more than one department. Each course looks at several facets of a topic in a manner that is more comprehensive and broader in scope than the approach of a single discipline.

Examples of such topics include: "Man and His Environment" (biology, sociology), "Comparative Arts" (art, music, literature), and "The Nature of Time and Space" (mathematics and physics). These courses give the student a chance to observe within a single course how several disciplines converge on one topic.

Thus the Interdisciplinary Course Program exposes the student to the methods and vantage points of several disciplines. They help both student and teacher see a topic in broader terms by demonstrating the relevance of several perspectives to the understanding of a question or the solution of a problem.

5. Areas of Concentration — The Hiram Curriculum permits, but does not require, students to choose an alternative to the traditional major. A student, with the assistance of his advisor, may develop an Area of Concentration consisting of a cluster of related courses adapted to his individual needs.

If the student desires, his Area of Concentration may be much more flexible than a traditional "major" program which has been a historical feature of most college educational programs. Courses in the Area of Concentration cross departmental lines to help a student focus on his particular needs or interests.

6. Activity Units — There is an additional requirement for graduation under the Hiram Curriculum — participation in extracurricular activities judged to make the student a well-rounded person. This includes a physical education requirement and such activities as music, drama, writing, tutoring, social welfare programs, fine arts participation, and other such endeavors.

In discussing the Hiram Curriculum, HIRAM President Elmer Jagow says, "The idea is to make learning more exciting and flexible, to demonstrate the broadness of knowledge rather than to package it in little boxes called courses."

HIRAM aims to make its new program modern and relevant without sacrificing the quality of a traditional liberal arts education. When he was asked what he considered to be the key feature of the program, President Jagow pointed out, "We think there is a need to establish a close relationship with students early and to maintain it throughout their academic career."

CRITIQUE

A Quarterly Memorandum

The Center
for the Study
of Higher
Education

The University of Toledo

EDITORIAL OPINION

Attracting and retaining qualified students is an issue facing both public and private institutions of higher education. In the case of the relatively small, private liberal arts college, it may be argued that this is even heightened within the existing economic situation. One important aspect of attraction and retention is the college's recognition of student developmental needs and concerns. Such recognition can be reflected in the institution's curriculum.

The curriculum is the vehicle through which the institution attempts to reach its students both as a group and as individuals, formally and informally. For example, student "interaction" with faculty and other students can satisfy a number of personal needs and occur within the curriculum. Such is made clear when an entering freshman realizes that college per se is not all that he had hoped or feared but that he is engaged in a concentrated period of investigation where others have been and are at the present. He may be "lost" in math, but the chap next door may be also and together they have a common task in which they might approach the instructor.

As curriculum committees deliberate they must keep in mind entering freshmen as well as all students generally. The committee's collective insight should produce programs exhibiting more than a compromise among factions within the academic community. Curricular reform must be more than tinkering with new wine in old wineskins. Clearly curricular reform, if it is to be effective, requires the full support of all levels of the administration and faculty. But within that support and commitment, the student's social and personal needs as well as his academic skills development must be integrated into the curriculum.

Hiram College's recently adopted curriculum suggests that curricular reformation is a hard task, but one that can be successfully completed. It merits attention for at least two reasons. First, because the particular needs of the entering student were recognized and a curriculum was designed in an attempt to meet them. Second, the college placed its commitment to education and teaching above individual or group factions in developing a viable program. Hiram's curriculum may not be the "best" for all institutions for all times, but it certainly provides a shining example raising the relevant issues for consideration by us all.

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EFFECTIVE ACADEMIC CHANGE IS POSSIBLE: AN EXAMPLE AT HIRAM COLLEGE

George A. Morgan*

In the fall of 1969, after two years of intensive discussion and planning, Hiram College launched a new integrated curriculum emphasizing interdisciplinary studies along with increased student freedom and responsibility.[1] All traditional discipline-oriented graduation requirements were eliminated in favor of several types of new interdisciplinary programs and more student electives.

The experience at Hiram is noteworthy in two ways. First, the Hiram curriculum provides a specific example of a successful implementation of several goals now coming into acceptance in American higher education. Second, this experience should provide encouragement to educators seeking to make significant academic changes within their own colleges. The Hiram program provides evidence that substantial innovation can take place at typical (that is, moderately selective, non-experimental) colleges with fairly traditional faculties and student bodies. Furthermore, such changes can win widespread student and faculty support; can have a generally positive impact on student satisfaction, achievement, and attitudes; and can be operated with little additional staff or cost. In fact, in the face of the enrollment and financial problems at most small private colleges, during the last two years Hiram has had its largest freshman classes in history and balanced budgets.

Planning the Curriculum

What were the factors contributing to the successful implementation of a new curriculum at Hiram College? Several can be listed:

1. Hiram College has both a relatively young and flexible faculty and a history of innovation, e.g., the single course study plan of the 1930's-50's.

2. There was general acknowledgment among faculty that the old "distribution requirements" were not accomplishing what had been hoped. Such awareness was based in part on data about student attitudes and satisfaction with the old program.

3. Hiram had a new president who encouraged the faculty to make a major change without trying to determine its form. His only guidelines were that the change should be imaginative and educationally sound, but not cost more to operate than the former program. He also pressed hard for the group to come up with a proposal within a reasonable length of time, i.e., about a year. Thus, the resulting proposal had the support of the top administration, without the stigma of being imposed "from the top."

4. It is significant that the general outline of the new curriculum was formed by a small task force of twelve faculty members selected by the President and Dean. This group represented a balance of disciplines, ages, and educational philosophies, but all members had in common a receptivity to reasonable change and the respect of a sizeable segment of the whole faculty.

5. Although it took six months of long, weekly meetings for this faculty group to become cohesive and really begin to communicate with each other, they were able to reach consensus on a bold, but integrated general plan, which could be financially managed by the college. The size of the group, the frequency and intensity of their meetings, and the reality-oriented guidelines provided by the president were important factors which led to a responsible, creative synthesis of ideas rather than a sterile compromise.

6. Following the general outline report from the small task force, most of the faculty and quite a few students were included on committees set up to flesh out each component of the program. This had the effect of greatly broadening the base of support for the program and probably also of improving the quality of the final proposal.

At this point, before the proposal was voted upon by students, faculty, and trustees, institutional research played a key role by developing a detailed model in response [illegible]estions about how the proposed programs [illegible]e staffed and how they would affect departmental offerings. The model based the allocation of staffing needs primarily on data rather than personal considerations and, thus, it helped avoid most of the divisiveness that often comes with major changes.

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[1] The curriculum has been supported in part by planning and development grants from the National Endowment for the Humanities and the George Gund Foundation, and by an evaluation grant from the Office of Education.

The model delineated how many faculty load units would be needed to implement each aspect of the new program and then went on to show how the necessary staff could be obtained. The general strategy was to staff the new programs by eliminating some sections of introductory departmental courses (e.g., Freshman English) which no longer were required. The model also provided an estimate of the number of students who would, under the new curriculum, elect to take each of Hiram's new "introductory courses." This estimate was based upon stated student preferences for electives and upon departments' requirements for their majors. Furthermore, the model compared the number of sections of each course offered in the previous year with the number required under the new curriculum. With a net decrease in requirements in the new program, the model established that the new courses could be staffed and still leave each department with at least one section of each of its former introductory courses, for majors and electors. This staffing model was important not only in answering faculty questions prior to the approval of the curriculum, but it has served to elicit a clear, if tacit, agreement of faculty commitment to the new program.

An Evaluative Description of the Curriculum and Its Goals

The new Hiram curriculum has several major objectives. First, all students are encouraged, starting in the freshman year, to assume more responsibility for planning and conducting their own education. As ways of implementing this goal, the number and prescriptiveness of graduation requirements have been reduced and an opportunity for individualized major areas of concentration has been provided. Although students have more freedom of choice than is typical at most colleges, freshmen are supported by close relationships with the faculty and a strong advisory system which is built into the course structure. Second, the goal of making education more integrated and holistic is met by developing many topical and interdisciplinary courses and by encouraging cross-disciplinary majors. The college graduation requirements are now all interdisciplinary in nature. Third, an all-college emphasis on effective written communication and open, articulate discussion has been instituted. Fourth, the rational discussion of contemporary society (its heritage, problems, and future) is now at the thematic center of the curriculum. Fifth, faculty are encouraged to use new content and new approaches to teaching, to respond to students more individually, and to try cooperative teaching efforts. Finally, the focus of the Hiram curriculum has been shifted to the freshman year because of its importance in the development of student attitudes toward education and because it is the weakest part of most college programs, including Hiram's previous one.

In the first two years of the new curriculum, the Hiram freshman year was composed of four elective courses and six new curriculum courses. The latter of these types — the Institute and Colloquia have been small in group size while the Twentieth Century Course was common to the whole freshman class of about 350 and, thus, relatively large.

Since Hiram is on a 3-3 calendar, students usually take three concentrated courses each quarter. Table I shows a typical freshman program during each of the first two years of the new curriculum.

TABLE I

Freshman Program: New Curriculum

Mid-September	Fall Quarter	Winter Quarter	Spring Quarter
Institute	Colloquium I	Colloquium II	An Elective
	20th Century	20th Century	20th Century
	An Elective	An Elective	An Elective

During the ten days before the opening of the regular school year, the *Freshman Institute* has provided all freshmen an extended academic orientation to college and an intensive program of study and practice in written and oral communication skills. About one-third of the Hiram faculty members, representing most academic departments, have taken part, each working with a group of about thirteen students. One unusual feature of the Institute is the use of the film as a means of expression. Besides viewing and discussing several carefully chosen commercial films, each group of thirteen students has planned and produced its own 8mm. movie. Both students and faculty have agreed that the Institute has been successful in meeting its goals.

Each freshman has continued his small group learning experience in a *Freshman Colloquium* with eleven other students and a professor-adviser. Student preferences, based on one-page descriptions of each proposed topic, have been used to form the Colloquium groups. Among the sixty-eight Colloquium topics offered during the 1970-71 academic year were "Evolution and Modern Man," "History and Fiction," "Science and Human Involvement," "Modern Music: Noise Pollution or Art," and "Self and Society." Students have selected two such Colloquia, one in the first quarter and another with a different professor and group in either the second or third quarter.

There has been general agreement among students and faculty that Colloquia are interesting, valuable, and effective in meeting the four common goals of: 1) improving communication skills, 2) improving advising, 3) dealing seriously with substantial academic topics, and 4) exposing students to humane, moral, and aesthetic concerns. Freshmen have praised the informality of the Colloquia and suggested that there has been better student participation in them than in most courses.

The *Twentieth Century and Its Roots* has been a year-long, fifteen credit-hour course for all freshmen. It was designed to help students critically examine, from many perspectives, the major issues of our society, e.g., the search for meaning, the uses of technology, the individual and the state, and planet survival.

Three or four times a week the freshman class has met as a whole for lectures (often by outstanding visiting speakers), films, plays, debates, concerts, etc. Once or twice a week they met for discussion in small groups, led by upperclassmen or faculty. Students have been encouraged to attend the sessions and read widely, but, with the exception of required position papers, they have been free to get what they wanted out of the course because there were no exams and little penalty for lack of attendance.

The Twentieth Century Course has been the least successful and most problematic of the new freshman programs. However, ratings of student satisfaction with the course have been about the same as with the required courses under the old curriculum. Even many freshmen agree that they did not respond as well to the freedom and the demands of personal responsibility as had been hoped by the planners of the course.

The freshmen also have taken four traditional, departmental courses as electives, often in preparation for a particular major area of concentration. As expected, they have been quite satisfied with these courses.

The emphasis on the holistic, interdisciplinary approach to education has not been limited to the freshman programs. This philosophy is further implemented by offering a variety of upperclass interdisciplinary courses, by giving some credit for active participation in a wide range of activities outside the usual course structure, and by encouraging students to develop individualized topical or multidisciplinary major areas of concentration. It is too early to know much about the success of these aspects of the new curriculum, but students and faculty have expressed general satisfaction with them.

Prompt and continuous feedback about student and faculty attitudes toward the components of the curriculum has enabled Hiram to adjust the programs in progress and to analyze why some aspects have been more successful than others.

It may seem somewhat surprising that the Hiram Freshman Institute has been such a successful part of the program, given the general difficulty colleges seem to have with orientation programs. However, the Institute has been a good orientation in large part because it has been only indirectly an orientation. That is, it really has been a course to which both faculty and students have come with expectations for hard and meaningful work. The goals of the Institute have been clear, attainable, and short range. This has helped make the program rewarding. The Institute's success probably has been less a result of the planned lectures, films, discussions, etc. (which were rated rather ambivalently), and more a result of the fact that the whole life of the College has been focused for this period on the freshmen and on getting them ready for college — academically, socially, and personally. The usual orientation lectures and social events seldom seem to provide this atmosphere. No doubt the prospect of not having to take English composition, if they are successful in the Institute, has also been an important motivator.

Before commenting on the Colloquium program and the Twentieth Century Course, it is important to emphasize that the intimate nature of the popular Colloquia has been made financially possible by the large lecture format of the Twentieth Century Course. The initial hope was that the relevance of the topics and the mixture of visiting speakers, films, etc., would compensate for the large size and consequent relative passivity inherent in the Twentieth Century Course, but as stated before, there has been only moderate satisfaction with it.

In both the Colloquia and the Twentieth Century Course, freshmen have been given extensive freedom and responsibility for their own learning. Although there has been some faculty concern about academic rigor in the Colloquia, most students and faculty have adjusted well to the informality and the pass or no credit grading system, perhaps due to the close contact and support of the professor-adviser. However, in the Twentieth Century Course, many freshmen seem to have been unable to cope with the responsibility of working without the threat of exams, required attendance, etc. In retrospect, it was probably a mistake to place freshmen so much on their own in a large course like this, but perhaps even the struggle and partial failure (to seize the opportunity for learning on their own) was an important lesson which will have positive long term effects on the students.

Because the Twentieth Century Course dealt with the problems of our society, many students have felt that it should involve direct social action rather than listening, reading, analyzing, and discussion. It may be that the course has been less successful than hoped for partially because of the gap between the students' unrealistic expectations and the fact that this was, after all, only a college course which could hardly be expected to provide the solutions to the world's problems.

Early experience with the Twentieth Century Course and upperclass Interdisciplinary Courses makes one pessimistic about the possibilities for successful team-teaching or even successful individual teaching in cases where the syllabus is designed by others than those who do the actual teaching. The Hiram Colloquia work well not only because they are small and informal, but also because each professor picks his own topic with the only restriction being that he work toward a common set of goals. Both faculty and students seem to prefer courses taught by a single person. However, faculty certainly learn from each other when they work together, and students surely learn important lessons about the complexity and multifaceted nature of reality when learning from more than one professor at a time. Unfortunately, there is no solution to this dilemma immediately recognizable.

Partially on the basis of analysis like the preceeding, a number of modifications in the program have been planned for this present academic year. For example, the Twentieth Century Course has been broken into class sections, with the total group meeting only once a week. The content of the course has been considerably changed and students have the option of taking part of the course in their sophomore year. Student and faculty comments led to a closer integration of the Institute and first Colloquium, but both continue relatively unchanged in spite of the fact that they are quite costly and resources are scarce.

The Impact of the Curriculum on Hiram Students

With the support of a research grant from the Office of Education, an evaluation of the impact of the new program on students has been attempted. The basic design of this study involved a comparison of student development during the last few years of the former, traditional curriculum with student development during the first two years of the new program. Of course, such research is fraught with difficulties, but the attempt was necessary and worthwhile, especially since thorough evaluations of curricular innovations are seldom done.

The first two classes of students under the new curriculum were quite similar to the immediately preceeding ones in ability, demographic factors, expected satisfactions, and most attitudes. These similarities have helped make valid comparisons of the relative impact of the old and new curricula possible.

The research strategy has been to compare old and new curriculum students in the three broad areas: 1) satisfaction with various aspects of Hiram; 2) intellectual, social, and emotional attitudes and values; and 3) academic achievement in the traditional general education fields. Since the objectives of the curriculum deal primarily with the attitudinal and personal development of students, it was predicted that this research would reveal increased satisfaction and stronger intellectual attitudes without any loss in traditional academic achievement. The results, which are summarized in the following paragraphs, generally support these predictions.

As implied above, student and faculty satisfaction with Hiram and the new curriculum were measured at several times and with several instruments. Table II summarizes the results of freshman end of year responses to the ten-item satisfaction scales of the College Student Questionnaire, Part 2 developed by Educational Testing Service. For ease of interpretation, the scale scores have been converted to percentiles based upon the ETS national norms for institutions.

TABLE II

CSQ Satisfaction Scores for Hiram Freshmen*

Scale	Old Curriculum May, '69	New Curriculum May, '70	New Curriculum May, '71
Faculty	42%	95%	93%
Administration	73%	97%	69%
Students	12%	62%	62%

*Percentiles are based on the National Institutional Norms.

As the table indicates, under the old curriculum Hiram freshmen were about average, compared to the national sample, in their satisfaction with the faculty; they were above average in their satisfaction with the Hiram administration; but their satisfaction with other Hiram students was much below the national average. At the end of the first year of the new curriculum, there was significantly increased satisfaction in all three areas. As portrayed in Table II, Spring 1970 Hiram freshman satisfaction with the faculty and administration was higher than at 95% of the colleges in the national norm group. In May, 1971, Hiram freshmen again rated the faculty very highly, but satisfaction with the administration, while still relatively high, had slipped back to its old curriculum level. Ratings of other students remained much higher than during the last year of the old curriculum.

A short, locally developed questionnaire to measure satisfaction with various aspects of the College and the new curriculum has also been employed. It has been given to students when they first enter Hiram (in order to be able to take expectations into account) and again at several later times. Average freshman ratings of expected satisfaction have been high and quite similar to corresponding ratings of expectations by freshmen who entered under the old curriculum. However, during the first two years of the new program there has been significantly less disillusion and more end of the freshman year satisfaction with all aspects of the College which are related to the academic program, i.e., faculty, courses, adviser, and graduation requirements. There is also evidence of generally higher satisfaction during the last two years from sophomores, seniors, and faculty.

The results in the area of attitude and value change are less clear, but they give some support to the contention that the new curriculum has had more impact on students than the old one. To illustrate, freshmen have taken the College Student Questionnaire at the beginning and end of each of the last three years. During the first new curriculum year (1969-70), students became significantly more liberal and socially concerned than freshmen had during the last old curriculum year. However, these effects were not replicated in 1970-71 and consequently it seems likely that they were at least partially due to situational factors like the tragedy at nearby Kent State, which had occurred only a couple of weeks before the Spring 1970 testing.

In order to compare differences in intellectual values and social-emotional attitudes at the end of two years under the new curriculum with two years under the old program, the Omnibus Personality Inventory was administered to sophomores in May of 1969 and in May of 1971. The new curriculum sophomores were significantly higher than the old curriculum group on four (thinking introversion, theoretical orientation, complexity, and autonomy) out of the six OPI intellectual disposition categories. There were no differences between the groups on the other two "intellectual" categories — estheticism and religious liberalism. In addition, the new curriculum sophomores felt they were better adjusted and less anxious than the old curriculum sophomores. All of these differences seem to imply that the new curriculum has had a desirable effect on students. However, this conclusion has to be tentative since freshman OPI scores for the old curriculum group are not available and it is thus possible that some of the difference might have been present at entrance.

Since one of the main goals of the new curriculum is to promote good communication and since students do not take the traditional freshman English courses, it seemed important to measure their ability to use clear, effective English at the end of the freshman year. The CEEB English Composition test was designed for that purpose. Table III shows that the new curriculum freshmen scored higher, relative to their high school senior scores, than the old curriculum group which had the presumed advantage of two terms of college English courses. Nevertheless, the results are somewhat discouraging in that few students showed marked improvement, with the majority of old curriculum students actually declining. This is probably due partially to lower test taking motivation in college and partially to the failure of traditional college English programs to deal significantly with grammar, word usage, etc.

TABLE III

Mean English Achievement Scores for Freshmen Who Took the Tests in Both High School and College

Average Score	Old Curriculum Freshmen	New Curriculum Freshmen
High School English	543	528
College English	534	541
Change	—9	+13

Even though, by our elimination of the distributive general graduation requirements, Hiram has placed less emphasis on traditional achievement, it was thought necessary to insure that such achievement would not deteriorate badly. In fact, it turns out that, when entering scores are taken into account, the only significant difference between the old and new curriculum sophomores on the ETS Survey of College Achievement was in favor of the new program on the mathematics scale. This difference is probably only indirectly attributable to the new curriculum.

Conclusions and Recommendations

It appears quite clear that Hiram's new curriculum has led to greater student satisfaction with the academic program at Hiram. In these times, this result by itself might be enough to recommend the program. This higher satisfaction is due only in part to the slightly higher expectancies of the new curriculum freshmen. The main reason seems to be that the new curriculum more nearly lived up to the typical high expectations of entering freshmen than was the case with the old curriculum or, one might argue, with the academic program at most colleges.

It could be suggested that students are more satisfied, not because the program is more stimulating, more personally rewarding, or more intellectually challenging, but rather because it is easier. In this regard it is most encouraging to remember that new curriculum students consistently scored higher than old curriculum students on the intellectual attitude and value scales. When this is combined with increased satisfaction with the academic program, stronger intellectual values, and no loss in traditional achievement, one can dismiss the contention that the program is liked mainly because it is easy. It seems that Hiram has come at least a short way toward increasing students' "love for learning."

Since Hiram's new program has been effective, it points to basic changes which others might want to consider.

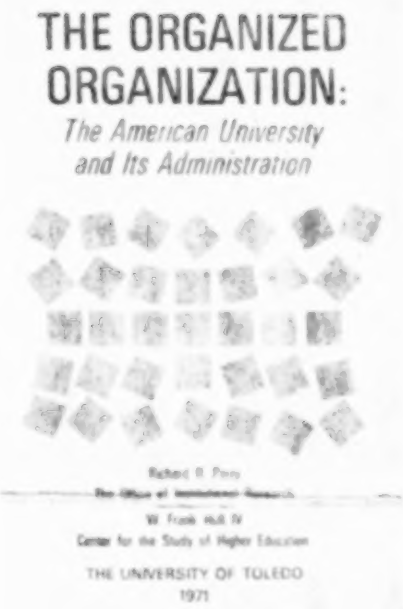
First, the Hiram experience would recommend a significant reduction in the number of general education courses required for graduation. Although there may be some small loss in traditional academic achievement in areas in which students choose to take few courses, this loss is likely to be much less than previously feared. Furthermore, the positive efforts of generally higher satisfaction and greater intellectual interest in the chosen subject matter areas probably more than offset the potential loss of breadth in traditional achievement. Fewer required courses make students take more responsibility for their education and, therefore, should lead them to be more personally involved in it.

Second, interdisciplinary and nondepartmental approaches should be used as much as possible for meeting the common goals of the college curriculum. Knowledge will always be viewed as compartmentalized and irrelevant as long as students feel, for example, that good writing is done only in English class and that the discussion of moral issues takes place only in religion class.

Third, opportunities for freshmen and faculty to get together in settings which facilitate modeling and joint intellectual endeavor must be maximized. The small class had always been an ideal of the American college but what is required here is more than small group lectures. The settings, like the Institute and the Colloquia, should get the freshman actively involved in the learning process with the professor.

Finally, it is my personal conclusion that a college should be content to educate fully the student constituency it now enrolls rather than setting as its goal the recruitment of "better" students. One of the major results of our evaluation research is that it indicates that *how* things are done at a college does make a difference. A change in the curriculum can substantially change the type and amount of impact that a college has on students, even with essentially the same faculty and entering students. This result undercuts the commonly held contention that it does not matter what you do because everything depends on having good students and good faculty.

Hiram College now has an effective and workable curriculum which, through its increased flexibility and interdisciplinary emphasis on general education, meets the needs of contemporary students. However, it takes a tremendous amount of planning and energy not only to get a major change started, but also to sustain it. While there is always the possibility of slipping back toward the easier-to-do traditional ways, Hiram's faculty and staff are continuing to work hard toward more effective and comprehensive innovation.



THE ORGANIZED ORGANIZATION:
The American University and Its Administration

Richard R. Perry
The Office of Institutional Research
W. Frank Hull IV
Center for the Study of Higher Education

THE UNIVERSITY OF TOLEDO
1971

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SPECIAL SUPPLEMENT FROM THE

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Informal Freshman Colloquia

Freshman Colloquia are designed to further develop the writing proficiency and communication skills begun in the Freshman Institute.

The Colloquia are special courses whose content and format are planned by each professor. They center on a particular theme or topic, but are not introductory courses to a particular academic discipline.

Instead of being programmed into large lecture classes like General Biology or Freshman Composition, Hiram freshmen are able to investigate, within the intimacy of small classes and close faculty guidance, an area of particular interest to them.

Students select two Colloquia during their first year, choosing from a variety of titles which include "Evolution and Modern Man." "The Jew in America: A Self - Portrait in Literature," "On Love," and "The Impact of Nazi Germany on Twentieth Century Thought and Experience."

The informality of these courses, graded on a Credit-No Credit basis, and the ample opportunity for student participation, make the Colloaquia very popular among freshmen.

Freshman Institute: First Phase

The Freshman Institute gives incoming students an introduction to the Hiram Curriculum, and the College itself, a week before classes begin.

Led by a faculty member, the groups of twelve or thirteen freshmen have an unusual opportunity to develop articulate and creative self - expression and communication skills.

Each group produces an original 8 mm. film in addition to writing papers, participating in discussions, working in the library, and evaluating controversial and provocative commercial films.

Areas of Interest Replace Majors

The Hiram Curriculum has freed students from the narrowly - specialized "major." The Hiram student completes an "Area of Concentration," which may resemble a traditional major, such as French or biology, or may be an individually - designed cluster of courses cutting across departmental lines.

There is no limit to the number of Areas of Concentration which imaginative students, with close faculty guidance, can design.

The College has already awarded degrees in such fields as Classical Humanities, Latin American Studies, Psychobiology, and Speech - Communication.

Activity Units: Broad Experience

Six Activity Units are required to assure that students receive a well-rounded college experience. Activity Units are offered in such diverse areas as dramatics, music, physical education, tutoring, and social welfare programs.

Hiram was one of the first colleges to require participation in activities which demonstrate its emphasis upon the areas and concerns that are all part of a liberal arts education.

Interdisciplinary Focus

Each Hiram student must complete at least three Interdisciplinary Courses before graduation. These courses are usually taught by a team of professors from more than one department. The topics cross departmental lines.

Robert MacDowell, Vice President and Dean of the College, calls the Interdisciplinaries "the strongest part of the program."

The benefits of the "ID courses" are two - fold. They free students from taking the normal distribution of introductory courses outside their majors, and the "ID's remind students and professors of the broad span of human knowlege. The courses demonstrate the relevance of several perspectives and of more than one academic discipline to the understanding of a single subject."

Some of the topics explored in "ID" courses have been "The Physics and Chemistry of Artistic Media," "French Literature as Opera," "Human Sexuality," and "The Development of Nineteenth Century British Social Protest."

20th Century: Warren Taylor Directs Broad Freshman Program

By BILL PARKER

The Twentieth Century course will continue to bring national guests to the Hiram campus, but with a new twist this year.

The course, which involves all freshmen for three quarters, has been altered by Twentieth Century Director Warren Taylor, distinguished professor of the humanities.

The first quarter of the course this year will deal for the first time with "The Growth and Freedom of Human Beings," a unit emphasizing the ethical, artistic and intellectual dimensions of each individual.

Units for second and third quarter, "The Future of Man" and "The Future of America," will remain the same as last year.

Since its introduction into the Hiram curriculum in 1969, the Twentieth Century course has cut across departmental llines to provide freshmen with an interdisciplinary approach to education rarely found at other schools.

The reasoning behind it is that knowledge is not compartmentalized into history, science, literature, etc. While specialized knowledge may be important, the student-faculty designers of the course félt that freshmen should first be exposed to a general introduction to the liberal arts.

Says Taylor, "The central concern is for the fullness of self-discovery and self-development for general orientations, experiences, and intelligence in the major areas of experience rather than in specialized knowledge in high delimited areas of inquiry."

Basically the course has two parts, lectures involving all freshmen taking the course and small-group discussions with about a dozen students.

Lecture speakers will continue to be a mix of Hiram professors and noted authorities from other colleges and universities. There is one lecture each week.

Upperclass Hiram students and professors from a variety of departments lead the weekly discussion groups, allowing freshmen to explore more fully the concepts and ideas introduced in the lectures.

Students also prepare a series of small papers and projects which provide them with a means to interrelate and react to the topics of the course while honoring their writing skills.

Outside speakers in the first unit will include David Bakan of York University on the Social Dimensions of Individuals, Wingtsit Chan of Chatham College on the teachings of Confucius and Arthur Danto of Columbia on Twentieth Century interpretations of history.

Among the winter quarter speakers will be Jerome Frank of John Hopkins University on the psychological aspects of war and peace, Larry Fabian of the Brookings Institution on a parliament of nations and John Spratt of Florida State College on new forms of music.

Highlighting the spring quarter speakers list will be Richard Falk of Princeton with an assessment of American foreign policy, Dean Frederick Robbins of the Case Western Reserve Medical School on major future problems of Americans' health, Herbert Hill of the NAACP on employment in the future, and Saul Padover of the New School on Democracy: Survival and Revival.

All lectures are open to the public and the college encourages community attendance.

APPENDIX 11

PROFESSIONAL PAPERS ABOUT HIRAM'S CURRICULUM

A. The Planning and Evaluation of a Student-Centered Freshman Year Program at a "Typical" Liberal Arts College, by George A. Morgan.

B. Three Experiments in Interdisciplinary Education: A Study of Innovative Freshman Programs at Beloit, Hiram, and Wilmington College, by Lewis R. Marcuson, Wilmington.

C. Effects of a Less Prescriptive, Student-Centered College Curriculum on Satisfaction, Attitudes and Achievement, by George A. Morgan

THE PLANNING AND EVALUATION OF A STUDENT-CENTERED FRESHMAN YEAR PROGRAM AT A "TYPICAL" LIBERAL ARTS COLLEGE[1]

George A. Morgan[2]
Hiram College

In this paper I would like to describe the planning, implementation, and evaluation of a curricular change at Hiram College, emphasizing the role which institutional research and planning played in facilitating the change.

In the fall of 1969, after two years of intensive discussion and planning, Hiram College launched an integrated new curriculum which emphasizes interdisciplinary studies and increased student freedom and responsibility. All the traditional discipline-oriented graduation requirements were eliminated in favor of several types of new interdisciplinary programs and more student electives.

The Hiram program provides evidence that substantial innovations, more than just tinkering or gimmicks, can take place at typical (that is, moderately selective, nonexperimental) colleges which have fairly traditional faculties and student bodies. Furthermore, our experience indicates that such changes can win widespread student and faculty support; can have a generally positive impact on student achievement, attitudes, and satisfaction; and can be operated with little additional staff or cost. In fact, in the face of the enrollment and financial problems of most small private colleges, this year we have the largest freshman class in our history and a balanced budget.

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[1] The curriculum has been supported in part by planning and development grants from the National Endowment for the Humanities and the George Gund Foundation and by an evaluation grant from the Office of Education.

[2] This is the text of a presentation in May 1971 at the Annual Association for Institutional Research Forum. Further information about the curriculum and/or its evaluation may be obtained from the Office of Institutional Research, Hiram College, Hiram, Ohio 44234.

Although Hiram's program is not a revolutionary change from the established American college pattern, there are large differences between our present academic program and that of several years ago. For example, over 20 percent of the courses are new, not only in title, but also generally in content and in methodology.

Planning the Curriculum

I would like to list some of the factors which I think enabled us to make this change.

1. Hiram has a relatively young and flexible faculty and a history of innovation, e.g., the single course study plan of the 1930's-1950's.

2. There was general acknowledgement among faculty that the old distribution requirements were not accomplishing what had been hoped. This awareness was based in part on data about student attitudes and satisfaction with the program.

3. We had a new president who encouraged the faculty to make a major change without trying to determine its form. His only guidelines were that the change should be imaginative and educationally sound, but not cost more to operate than our former program. He also pressed hard for the group to come up with a proposal within a reasonable length of time, i.e., about a year. Thus, the resulting proposal had the support of the top administration, without the stigma of being imposed from the top.

4. I think it is significant that a small task force of twelve carefully selected faculty members formed the outline of the curriculum. This group

represented a balance of disciplines, ages, and educational philosophies, but all members had in common receptivity to reasonable change and the respect of a sizeable segment of the whole faculty

5. It took six months of long, weekly meetings before this group became cohesive and really began to communicate with each other. This small group was able to reach consensus on a bold, but integrated general plan which could be financially managed by the college. I am convinced that the size of the group, the frequency and intensity of their meetings, and the reality-oriented guidelines provided by the president were important factors.

6. Following the general outline report from the small task force, most of the faculty and a number of students were included on a number of committees to flesh out each component of the program. This had the effect of greatly broadening the base of support for the program and probably also of improving the quality of the final results.

7. At this point, before the proposal was voted upon by students, faculty and trustees, institutional research played a key role by developing a detailed model in response to questions about how the programs could be staffed and how they would affect departmental offerings. The model had the advantage of basing the allocation of staffing needs primarily on data rather than personal considerations and, thus, it helped us avoid most of the divisiveness that often comes with major changes.

The model spelled out how many faculty load units would be needed to implement each aspect of the new program and then went on to show how the necessary staff could be obtained. Our general strategy was to staff the new programs by eliminating some sections of introductory departmental courses (e.g., Freshman English) which had previously been required. The model provided an estimate of the number of students who would, under the new curriculum, elect to take each of Hiram's introductory courses. This estimate was based upon stated student preferences for electives and departments' requirements for their majors. The final columns of the model compared the number of sections of each course offered in the previous year with the number required under the new curriculum. Since there was a net decrease in requirements with the new program, the model indicated that the new courses could be staffed and still leave each department with at least one section of its introductory course for majors and electors.

This staffing model was important not only in answering faculty questions prior to the approval of the curriculum, but it has served as a clear, if tacit, agreement of faculty commitment to the new program. I believe that this planning has been an important factor in the success of the curriculum and in our ability to continue to staff it adequately. The model also gave us some indication of where we were inappropriately staffed and, thus, provided management information which has been used during the past three years to shift the makeup of the faculty.

An Evaluative Description of the Curriculum

The Hiram freshman year has been composed of four elective courses and six new curriculum courses. The latter are of three types--the Institute and Colloquia are small in group size while the Twentieth Century Course is common to the whole freshman class of 400 and, thus, relatively large.

Both student and faculty evaluations indicate that the ten-day Freshman Institute is a rigorous but exciting academic orientation to college and to the new program. The content focus of the Institute is on language and effective communication. The Institute seems to be successful in setting the tone for an increased all-college emphasis on responsible and articulate expression.

When regular classes begin in the fall, each freshman selects a Freshman Colloquium in which he will study a topic of common interest with a professor-adviser and eleven other freshmen. There is general agreement among students and faculty that Colloquia are interesting, valuable, and effective in meeting the established goals of improving communication skills and advising, of dealing seriously with substantial academic topics, and of exposing the student to humane, moral, and aesthetic concerns.

In the third component of the freshman program, the year-long Twentieth Century and Its Roots Course, all freshmen examine the major issues of modern society from many perspectives. Student and faculty evaluations indicate that the course has been only moderately well received. As such it is apparently the least successful and most problematic part of the freshman program.

The freshmen also have taken four traditional, departmental courses as electives, often in preparation for a particular major area of concentration. As expected they are quite satisfied with these courses.

The Institutional Research Office has provided prompt and continuous feedback to the dean and program directors about student and faculty attitudes toward the components of the curriculum. This information has enabled us to adjust the programs as we have gone along and to analyze why some aspects have been more successful than others.

It is perhaps somewhat surprising that the Hiram Freshman Institute has been such a successful part of the program, given the general difficulty colleges seem to have with orientation programs. I think the Institute is a good orientation in large part because it is only indirectly an orientation. That is, it is really a course to which both faculty and students come with expectations for hard and meaningful work. The fact that the goals of the Institute are clear, attainable, and short range helps make the program rewarding. The success is probably not due so much to the specific planned lectures, films, discussions, etc. (which were rated rather ambivalently), but to the general feeling that the whole life of the College is focused for these ten days on the freshmen and getting them ready for college--academically, socially, and personally. The usual orientation lectures and social events seldom seem to provide this feeling. No doubt the prospect of not having to take English composition if they are successful in the Institute, is also an important motivator.

Before commenting on the Colloquium program and the Twentieth Century Course, it is important to emphasize that the intimate nature of the popular Colloquia is made financially possible by the large lecture format of the Twentieth Century Course. We hoped that the relevance of the topics and the rich mixture of visiting speakers, films, etc., would make up for the large size and relative passivity inherent in the Twentieth Century Course, but as stated before, there has been only moderate satisfaction with it.

In both the Colloquia and the Twentieth Century Course, freshmen have been given extensive freedom and responsibility for their own learning. Although there has been some faculty concern about academic rigor in the Colloquia, most students and faculty have adjusted well to the informality and the pass or no credit grading system, perhaps due to the close contact and support of the professor-adviser. However, in the Twentieth Century Course, many freshmen have found themselves unable to cope with the responsibility of working without the threat of exams, required attendance, etc. In retrospect, it was probably a mistake to place freshmen so much on their own in a large course like this, but perhaps even the struggle and partial failure, to seize the opportunity for learning on their own, is an important lesson which will have positive long term effects on the students.

Because the Twentieth Century Course deals with the problems of our society, many students have felt that it should involve direct social action rather than listening, reading, analyzing and discussion. I think the course has been less successful than we hoped partially because of the gap between unrealistic expectations and the fact that this is, after all, still a course, which cannot provide the solutions to the world's problems.

Partially on the basis of analyses like the preceeding, we have planned a number of modifications in the program for next year. For example, the Twentieth Century Course will be broken into class size sections, meeting as a whole group only once a week. The content of the course will be considerably changed and students will have the option of taking part of the course in their sophomore year. Student and faculty comments have led us to more closely integrate the Institute and first Colloquium, but to continue them relatively unchanged in spite of the fact that they are quite costly and resources are scarce.

The General Impact of the Curriculum on Hiram Students

The Institutional Research Office has had major responsibility for evaluating the impact of the new program on the attitudes, values, satisfaction, and achievement of students. The basic design of this study involves a comparison of student development during the last few years of the former, traditional curriculum with student development during the first years of the new program. Of course, this type of research is fraught with difficulties, but we felt the attempt was necessary and worthwhile, especially since thorough evaluations of curricular innovations have seldom been done. We are still in the process of collecting data for the second year of the program, but last year's results and preliminary estimates from this year are encouraging.

Although there seem to be increasing differences in the attitudes and values of students attracted to Hiram by the new curriculum, the first two new curriculum classes were very similar to the immediately preceeding ones in ability, demographic factors, expected satisfaction, and most attitudes. This similarity should help make valid comparisons of the impact of the curriculum.

Student satisfaction with various aspects of the college has been measured with a short locally developed questionnaire. Table 1 summarizes the results of comparing the changes, from expected satisfaction in September to actual satisfaction in May, for the last freshman class to enter under the old curriculum (1968-69) with the first class to enter under the new curriculum (1969-70).

Both groups of freshmen made high and very similar expected satisfaction ratings in September, at the beginning of the school year. In both years new freshmen expected to be most satisfied with the faculty and least satisfied with the town and the social life.

In 1968-69, there was a large drop from the expected satisfaction in September to the actual satisfaction in May on all the rated aspects of the college except the graduation requirements, which had been changed during that year as part of the transition into the new curriculum.

Table 1

Average Freshman Satisfaction, 1968-69 vs. 1969-70
(6.0 is very satisfied and 1.0 is very dissatisfied)

	Old Curriculum 1968-69		New Curriculum 1969-70		Net difference-69-70 change minus 68-69 change
Satisfaction with	Expected in Sept.	Actual in May	Expected in Sept.	Actual in May	
The faculty	5.21	4.32	5.36	5.03	+.56**
The administration	5.04	4.21	5.04	4.71	+.50**
The students	4.91	4.12	4.83	4.36	+.32**
Your adviser	5.12	4.24	5.07	4.64	+.45**
Your freshman courses	4.77	3.92	4.95	4.40	+.30**
Graduation requirements	4.39	4.29	4.88	4.77	-.01
The town of Hiram	4.11	3.50	4.08	3.77	+.30**
The social life	4.20	3.57	4.17	3.73	+.19
Physical facilities	5.04	4.39	5.09	4.63	+.19

**Significant at the .01 level

Finally, and most importantly, Table 1 shows that there was significantly less disillusionment and more satisfaction with almost all aspects of the college last year than in the previous year. Tentative results from the student ratings this spring are very similar to last year and, thus, indicate a continued higher satisfaction for both this year's freshmen and last year's, who are now sophomores.

Table 2 presents the ten-item satisfaction scale scores from the College Student Questionnaire, Part II (CSQ II) developed by the Educational Testing Service.

Table 2

College Student Questionnaire Satisfaction Scale Scores
(Institutional norms in standard score units)

Satisfaction with	Hiram Frosh May '69	Hiram Frosh May '70	Difference-- 1970 minus 1969
Faculty	48.6	66.8	+18.2**
Administration	57.4	70.1	+12.7**
Students	39.2	53.8	+14.6**

**Significant at the .01 level

The table indicates that, in May 1969, Hiram freshmen were about average (compared to the national sample) in their satisfaction with the faculty; somewhat above average in their satisfaction with the administration; and definitely below average in their ratings of other Hiram students. A year later there was significantly increased satisfaction in all three areas. In fact, Hiram freshmen satisfaction with the faculty and administration was higher than at more than 90 percent of the colleges in the national norm group.

While I personally feel that the higher satisfaction ratings last year were in large part due to the new curriculum, it must be recognized that other factors might have been important. For example, there is the "Hawthorne Effect" and the fact that the springs of both years were full of turmoil at Hiram as well as at campuses in general. On the other hand, supporting the contention that the higher satisfaction (and lower disillusionment) scores were the result of the curriculum, is their concentration in the areas which should have been affected by the curriculum; e.g., faculty, freshmen courses, graduation requirements, and adviser. The replication of these findings this spring also adds support to the importance of the curriculum as a central factor.

Since students under the new Hiram curriculum do not take the traditional freshman English courses, it seemed important to measure their ability to use clear, effective English at the end of the freshman year. Table 3 shows that the new curriculum freshmen were more likely to show improvement, on the CEEB English Achievement Tests, from their high school senior scores than were the old curriculum group which had the presumed advantage of two terms of college English. The results are discouraging in that few students showed marked improvement, with the majority of old curriculum students actually declining. This is probably due partially to lower test taking motivation in college and partially to the failure of traditional college English programs to deal significantly with grammer, word usage, etc.

Table 3

Percentage of Freshman Scoring Higher and Lower then they had as High School Seniors on the College Board English Achievement Test

	% Improving	% Declining	Total
Old curriculum (1969-69)	34%	66%	100%
New curriculum (1969-70)	63%	37%	100%

$\chi^2 = 13.49, \quad p < .01$

We have given general college achievement tests on entrance and at the end of the sophomore year which do show marked improvement in achievement during the first two years of college. Unfortunately, we do not yet have results for the new curriculum students.

Finally, scores on the attitude scales of the College Student Questionnaire indicate that in certain respects the new curriculum students changed significantly more during their freshman year than did students under the old curriculum. The data indicate that freshmen last year became significantly more liberal and socially concerned and possibly more culturally sophisticated than did students the previous year. However, the aftermath of the Kent State tragedy probably seriously influenced these results so we will have to wait until this year's results are in before we can say with confidence what kind of attitude changes are taking place under the new curriculum.

In conclusion, we feel that we have an effective and workable curriculum which through its increased flexibility and interdisciplinary emphasis on general education, meets the needs of contemporary students. However, we have found that it takes a tremendous amount of planning and energy not only to get a major change started, but also to sustain it. While there is always the possibility of slipping back toward the easier-to-do traditional ways, we are working hard toward more effective and comprehensive innovation. I feel, admittedly from a biased point of view, that the feedback provided by institutional research is central to this continued evolutionary improvement in the program.

THREE EXPERIMENTS IN INTERDISCIPLINARY EDUCATION
A Study of innovative freshman programs at Beloit, Hiram, and Wilmington College

Lewis R. Marcuson

The call for experimentation and change in the programs of American colleges has in recent years been increasingly heard. In the expanding literature of higher education there appears a recurring demand that outmoded curricula and teaching techniques be rapidly discarded and replaced by new forms, more appropriate to the needs of our contemporary society with its new breed of college student.

This interest in innovation is widely shared by college faculty, according to a research study conducted at the Center for Research and Experimentation in Higher Education at Berkeley, California, by Warren Bryan Martin and reported in his recent book, Conformity: Standards and Change in Higher Education. Of the faculty members surveyed in this study, 66 percent said opportunities for innovation were very important to them, 28 percent called such opportunities somewhat important, and only 4 percent stated that innovation was unimportant.

Despite this widespread interest, Martin concludes, actual experimentation and change are proceeding at an exceedingly slow pace, and the professors are to blame for this condition. "Faculty are inhibitors of innovation, especially in the area of curriculum," he states. "And the reason . . . is ignorance. Because faculty are unaware of what might be done, they cling to the familiar."

This judgement is based primarily upon the survey question: "In your opinion at what colleges and universities are the most promising innovation in undergraduate education taking place?" Twenty percent of those questioned did not respond at all to this item, by far the highest rate of no response in the entire survey. In addition, 17 percent admitted that they did not know enough about innovation to attempt an answer, and five percent named colleges but no innovations. The 40 percent who did list both colleges and innovations offered information that was frequently vague and inaccurate. Martin concludes: "Faculty left to their own devices to list innovative places and programs deserve low marks. . . Curiosity about innovation is matched by ignorance of change options."

One explanation for Martin's correct conclusion, I believe, is the scarcity of useful information about specific innovative programs currently in operation. Books and periodical articles are detailed in their analysis of the shortcomings of traditional college programs and fervent in their demands that these quickly be replaced by more enlightened approaches. Useful description and evaluations of the experiments that have been conducted--particularly in terms of their shortcomings--are extremely rare. Thus faculty who are sincerely interested in developing innovative programs can find little guidance by studying the experiences of others, but must instead discover for themselves which new approaches will prove successful and which are likely to fail. This procedure of trial and error--wasteful in time, money, and morale--might well be replaced by more surefooted forward motion if only detailed information about the successes and failures of programs at other colleges were easily available.

As a recipient of a fellowship in academic administration from the American Council on Education, I had the rare opportunity, during the 1969-70 college year, to study closely the workings of interdisciplinary freshman programs at Beloit College and Hiram College, while at the same time taking part in the initiation of a similar project at Wilmington College. The strengths and weaknesses that became apparent in these three programs had many common elements, and my own understanding of the dynamics of successful innovation was greatly enhanced by my ability to compare the workings of these three curricular experiments.

I would like in the following pages to describe the workings of these interdisciplinary programs, beginning with the Beloit Underclass Common Course, and then discussing the more recently established Hiram New Curriculum and Wilmington Man in Focus program. Following this description some conclusions will be offered as to which approaches to interdisciplinary education appear most fruitful, and which present pitfalls to be avoided. This information, I hope, will aid those embarking on similar experiments at other colleges to avoid some of the hazards that will inevitably be present and to move more rapidly toward mature and effective programs.

The Underclass Common Course at Beloit College

A highly developed interdisciplinary program for freshmen is the Underclass Common Course, which has been offered at Beloit College, in Beloit, Wisconsin, since 1964. This course, which continues through the three terms and eleven months of the Beloit "underclass" year, is required of all of the college's approximately 550 freshmen, divided into classes of about twenty and led by faculty drawn from all academic departments.

This large scale program traces its ancestry to a series of academic experiments begun in the early 1950's. Its seeds can be found in the publication "Liberal Education at Beloit College" written by a faculty self-study committee under the sponsorship of a Ford Foundation grant. In this report, completed in 1953, appears an imaginative, detailed proposal for an experimental program of interdisciplinary studies.

The first step toward the implementation of this idea was taken the following year, when the freshman English program was revised to focus on four perspectives on mankind, exploring in turn the perspectives of ancient Mediterranean civilizations, the Judeo-Christian world, Asian cultures, and modern humanism. A further interdisciplinary venture was initiated in 1958, with the introduction of the Porter Scholars program for gifted students.

The adoption of the Beloit "new plan" in 1964 provided the framework for the transformation of these earlier programs into the Underclass Common Course. Under this plan, a radically new calendar divides the college year into three fourteen-week semesters, bringing new students to the campus for three consecutive terms at the beginning of their college careers, then offering them an extremely flexible five-term middleclass period which includes an off-campus work experience and the opportunity for overseas study, and finally a three term upperclass period on the campus before graduation. The Underclass Common Course, under the new plan, comprises twenty-five percent of each student's academic load during his initial year. In addition, during the upperclass period, students are required to select an additional interdisciplinary course--either "Ecology of Man in Urban America" (nicknamed "Dirty Cities") or "Revolution in the Modern World."

The Underclass Common Course, under the "New Plan", assumes the role of the previous freshman English program in developing student writing skills, ability in critical analysis, and preparation for independent study. At the same time it attempts the ambitious task of introducing students to a variety of viewpoints on the human condition. A central characteristic of the course is its "commonality" which seeks to foster a community of learning among students in the course and between students and faculty. This quality is encouraged through the use of a syllabus of reading and discussion topics developed by a

Faculty-student planning committee and followed by all UCC sections, most specifically during the fall semester and in a more flexible manner during the winter and spring-summer terms.

The general co-ordination of this complex program is the responsibility of its faculty director, who meets weekly with the faculty-student planning committee to evaluate the current state of the course and prepare the syllabus for future terms. In addition, the entire teaching staff of the course holds weekly meetings, and during the winter of 1970 a separate student committee, consisting of representatives from all of the UCC sections met to voice the views of the underclass participants and to press for desired changes.

As conceived for the 1969-70 college year, the UCC, subtitled "Man in Perspective", had a double order of development. The course materials moved from ancient to modern writings, and contrasted the idealistic with empirical views of man. Hesse's Siddhartha and The Autobiography of Malcolm X were assigned as summer background readings to illustrate the idealist-empirical polarity, as well as ways in which Western man has turned to Eastern thought for guidance. The fall term began with Plato's dialogues on the last days of Socrates, and with the Bhagavad-Gita, representing ancient Eastern and Western idealist views. Empirical attitudes were then studied in Eisley's The Immense Journey, excerpts from the writings of Darwin, Freud, Marx, and Mann, Black Rage, and the behavioral perspectives of Skinner and others. Questions of human freedom were approached through works of Sartre, Tillich, and Buber, while the scientific perspective was defined in such books as Barnett's The Universe and Dr. Einstein.

During the winter term greater openness and flexibility and a less rapid pace were incorporated into the course design. The first perspective considered was the anthropological, through Elenore Bowen's novel Return to Laughter and several brief articles. The following section, dealing with mystical and intuitive modes, had as its core text the Chinese classic of Lao Tse, the Tao Te Ching.

For study of the aesthetic mode the course departed from its primary dependence on books as a primary source and turned instead to three films of Ingmar Bergman, "The Seventh Seal," "Wild Strawberries," and "The Magician." Intended in this film festival was an illustration of how an artist can intertwine religious, psychoanalytical and existential forms of experience to create a work of art. A final integrative portion of the winter semester considered the pacifist beliefs of Gandhi, Thoreau and Martin Luther King, balanced with a second film festival of the works of the Indian director Ray. The concluding weeks of the winter term, like two preceding periods, were left open for each class to structure in its own way. A possible use of this period suggested by the syllabus was the formulation of plans for a utopian community, with conceptions based upon the ideas that had previously been studied.

The spring term of UCC prescribed a minimum of commonality through the reading of one anthology of articles concerning creativity, together with the expectation that each student would develop a project, preferably of a creative nature, during the semester. The major portion of time was set aside to be used by each class for the study in depth of some subject of general interest that had been announced in advance by the instructor or in some cases proposed and planned by a group of students. Among the widely varied titles of 1970 summer UCC sections were "Human Population Growth," "Democracy and the Arts," "The Making of a Counter Culture," "Church Renewal," and "The History of Scientific Ideas."

The educational goals and values inherent in the UCC course during its first six years of operation have been articulated by Dr. Marion Stocking, its director during half of this period, in an article written for the Beloit student magazine Environ, adapted from a talk given to the entering underclassmen in September, 1969. Discussing the impact of the course upon the faculty who take part in it, Mrs. Stocking states that because "faculty from all departments teach in this course, it is a great education for the whole community, not just the underclassmen. . . . And because of the weekly UCC staff meetings, I have a happy familiarity with faculty from outside of my department--a kind of community rare in colleges." The role of the faculty member in UCC, states Mrs. Stocking, is "to provide standards of disciplined thinking, discussion, and writing, and to bring his maturity and experience to bear on whatever subject is studied. . . . The professor should be an example of the process, not an expert: a model of how an educated man learns."

Another basic goal of UCC stressed by Mrs. Stocking is the innovative thought that should be nurtured by its interdisciplinary approach. "We need the light that breaks when the chemist and the psychologist bring their special trainings to bear upon the same problem," she states. "It can be a source of great creativity, a force our age desperately needs, this asking of questions that nobody thought to ask."

During the winter of 1970 there surfaced among some students and faculty associated with the Underclass Common Course a conviction that the time had arrived to reexamine the format of the six-year-old course, and perhaps, move it in new directions. Some of the articulate student members of the UCC planning committee and of the larger group of section representatives voiced the criticism that the course was for them too abstract and theoretical, too little concerned with the important questions that filled their thought and would shape their future lives. Adverse comments were made about some of the faculty teaching in the course who, students believed, evidenced little enthusiasm for realizing the objectives that Mrs. Stocking and others had eloquently set forth for it. Great expectations had arisen in the minds of entering students as a result of the unique conception of the Beloit Underclass Common Course, but after a semester of almost daily participation in it, many had come to consider it as little different from other high school and college courses in the approach of their instructors or the stimulation they received from their participation. There appeared furthermore to be a contradiction between the "community of learners" ideal expressed in the course description and the role actually being played by the faculty who attempted to teaching them composition, examine them on the books read, and assign them grades.

One possible new direction for UCC was proposed by Parker Palmer, a former Beloit faculty member who had been asked to return to the campus for a brief visit in the fall of 1969 to advise the college administration on a variety of issues. In his report following this visit, Palmer proposed that Beloit create an urban institute in which students, faculty, and others could join in research activities. The Underclass Common Course, which he admitted "still worries me for its introspectiveness," might be redirected to answer the concern of students for contemporary social issues and related to the urban institute. This conception was supported and further developed by Provost William Kolb, who also suggested that the course groupings be related to dormitory living units and that UCC faculty could serve as academic advisors for students in their groups.

Following lengthy discussion by the UCC planning committee a new series of proposals were presented by Professor Dennis Moore, who will become co-director of the course in the fall of 1970. Professor Moore first speaks of the rich educational experience the course has provided during its first six years of operation. "For many students over the years," he states, " the Underclass Common Course has been one of the most valuable learning encounters at Beloit, and certain teachers have always enjoyed teaching it. Those who have consistently participated in the planning of the course have found themselves committed to its continuance and its improvement in the belief that it offers and can continue to offer a unique educational opportunity in a unique liberal arts college."

Professor Moore next analyzes the source of some of the difficulties UCC has encountered and the criticisms it has received: "But as the only required course in a required first year, UCC has been particularly vulnerable to student criticisms and as the only truly common course taught it has also been open to criticisms from faculty members for various reasons. By those who have developed a negative bias, the course can be described as one in which instructors, working outside of their fields of competence, lead students in superficial fashion through profound documents of the liberal arts culture in which enlightened discussion and intellectual dialogue seem all too often to give way to a sometimes petty emphasis on writing of a kind particularly oriented to traditional classes in freshman composition. . . and in which evaluation procedures differ so much from section to section as to make the course resemble in this respect the mass university courses which the liberal arts college opposes by definition."

To combat some of these difficulties, Dr. Moore and the planning committee have decided to reduce the course from three terms to two, thereby hopefully decreasing student restlessness and easing staffing problems. Another major innovation, proposed by Provost Kolb and adopted by the committee, will be the linking of UCC with the dormitory life of the underclassmen, with many of the dormitories to be operated on a co-ed basis. Classes will, when possible, meet in the dormitory lounges, and upperclass student assistants will play an important role in the course leadership.

The subtitle of UCC will be changed in 1970-71 from "Perspectives on Man" to "The Learning Environment," with a revised format symbolized by a series of concentric circles--an idea contributed by the student planning group. Under this new conception, the fall term will contain five units: I. The center of the circle, the growth of the self; II. The first Encounter, the family; III. The concept of love; IV. Institutional learning, focus on Beloit College; and V. Living together in a community. During the winter term, the focus of the course will widen to include the following topics: VI. Man and his country; VII. The Family of Man; VIII. Man in the biosphere; the global environment; and IX. The outer reaches of knowledge.

With these changes, a major revision in the substance of UCC will be accomplished, moving from a primary focus on the cultural heritage toward a more intense concentration on education itself, and on the human relations and social concerns of the students. In its seeking for new ways of serving the needs of present-day Beloit students, the faculty of the Underclass Common Course should be able to utilize with profit the years of interdisciplinary teaching experience that have been part of the educational history of Beloit College.

The "Twentieth Century" Course and Freshman Colloquia at Hiram College

Following two years of intensive discussion and planning, the new interdisciplinary curriculum at Hiram College was first introduced in the fall of 1969. This innovative program, which replaces the previous discipline--centered general education requirements for all students, is concentrated in the freshman year but also includes a series of upperclass interdisciplinary courses. Following a two week fall Institute on the subject of communication, the two major programs continuing through the freshman year are "The Twentieth Century and its Roots," a three-term lecture course required of all freshmen; and a series of approximately sixty colloquia on a wide range of subjects, two of which are to be selected by each new student.

The practical problem of insuring adequate faculty staffing for this major transformation of the Hiram curriculum was studied prior to its approval by Dr. George Morgan, assistant dean of the college. In his analysis Dr. Morgan projected a ratio of one faculty member for every twelve students in the colloquia, and to make this rather lavish proportion viable, a 120-1 ratio in the "Twentieth Century" in which the entire freshman class would be enrolled under the leadership of three faculty during each quarter. Additional faculty time would be gained by the elimination of the two-term freshman English program and by the deletion of sections of other introductory courses that had previously enrolled students who were seeking to fulfill the college's general education distribution requirements. With each department expected to contribute one course each year to the new curriculum for each of its faculty, Dr. Morgan estimated that the shift could be made without increasing faculty loads and with the addition of ten sections, or about one and one-half faculty to the Hiram staff.

"The Twentieth Century and its Roots," the three-term lecture course in which the entire freshman class is enrolled, has as its aim the exploration of some of the most crucial problems besetting modern man, and a search for their roots in the past. A variety of visiting speakers--whose participation during the first years of the program is among the aspects supported by a grant from the National Endowment for the Humanities--are invited to lecture to the enrolled students, members of the Hiram faculty are also utilized, and a series of films and other cultural programs are presented. Each unit of the course opens with a lecture which endeavors to clarify as dramatically as possible the scope of the present problem. The historical background, out of which current conditions have evolved, is then explored. At the end of the unit an expert is asked to suggest at least a few of the possible solutions.

During the fall quarter of 1969, the course opened with a study of alienation in the modern world. Radical and revolutionary groups, black militancy, and generational conflicts were examined in turn. The course then moved to explore urban problems and then to the scientific revolution--pausing to examine such topics as the theory of relativity, nuclear energy, and the impact of the computer.

In the winter quarter the image of contemporary man as portrayed in literature, art, and architecture was considered. Differing political concepts such as communism and socialism were discussed. The population explosion and the nature of poverty were also studied during this term. During the spring quarter the questions of violence and war, law and morality, and contemporary religion were considered. The nature of crisis, and the ways in which individuals and institutions respond to it, was examined. The final week of the course was reserved for a series of student-planned programs.

Each student, in addition to attending the course lectures and general programs, was assigned to a small discussion group conducted by an upperclass leader. He was expected to write several position papers on subjects suggested by the course. A list of books providing background information was issued. Grading was on a pass-fail basis, and since there were no examinations, evaluation was based upon the quality of the position papers.

Running concurrently with the "Twentieth Century" were the intimate colloquia, in which each freshman enrolled during two of the three terms. The intent of the colloquia--as defined by the faculty committee which developed its basic conception--is to place each freshman in a sensitive, stimulating relationship with his peers and with a scholar-teacher. The intimate intellectual environment, it is hoped, will challenge the student to greater academic achievement, at the same time exposing him to important moral, aesthetic, and humanistic values.

In each of the colloquia the professor and students work closely together throughout the ten week quarter, exploring materials of substantive intellectual content. The colloquia is expected to be neither a survey course nor the introduction to an academic discipline, but rather, hopefully, an initiation into scholarship and the liberal arts tradition. Like the Beloit UCC, the colloquia is also expected to serve some of the functions previously performed by the freshman English program, building communications skills upon the groundwork laid during the September Institute. Evaluation of student achievement in the colloquia are provided in two ways, privately by the instructor as to the student's level of written and oral expression and thought, and with a recorded grade of "credit" or "no credit."

In the fall of 1969, the initial term of the colloquia program, thirty sections were offered, ranging widely in subject matter. Among the course titles were "Western Europe and the Atlantic Community," "Evolution and Modern Man," "An Investigation of Biochemically Active Substances," "Montaigne, a Relevant Moral Philosopher," "The Middle East 1917-1967," "Computers and the Mind," "Reassessing American Higher Education," and "Concepts and Issues in Human Freedom." This variety of topics met with one of the intents of the planning committee, which also urged informality and creativity as desired qualities of the colloquia program.

An important aspect of the implementation of the new Hiram curriculum was the careful evaluation procedure which monitored student reactions throughout the year. At the end of the fall quarter all freshmen were asked to describe their attitudes toward various categories of the college curriculum on a six-point scale--moving from "very satisfied" to "very dissatisfied." In their responses 33 percent reported themselves "very satisfied" with their colloquia, 21 percent with their traditional courses, and 8 percent with the Twentieth Century course. Some degree of dissatisfaction was expressed by about 20 percent with their courses in each of these three categories. Students further reported that they spent eleven hours each week working on their traditional courses, as compared to nine hours on their colloquia and nine and one-half hours on the Twentieth Century course. They expressed the opinion that they had learned most from their colloquia and least from the Twentieth Century course.

Student satisfaction with their second colloquia, taken in the winter or spring term, was comparable to that expressed toward their first. In the spring survey, however, the number "very satisfied" with the Twentieth Century had fallen to 7 percent, while the figure in regard to traditional courses rose to 23 percent. Some degree of dissatisfaction was expressed by 38 percent toward the Twentieth Century course and by 15 percent toward traditional courses. Students continued to report that they devoted the greatest amount of time to traditional courses, and in the spring stated that they also learned the most from them.

Another portion of the spring evaluation dealt with general satisfaction of the students with Hiram College. The 1969-70 freshmen, who had participated in the new curriculum, reported a higher level of satisfaction with all aspects of college life than had the predecessors the previous year. The improvement in rating of faculty and administration was most striking, but there was also markedly less disillusionment with faculty advising and graduation requirements. English composition scores were slightly improved over the previous year, although the traditional freshman English program had been eliminated.

As indicated by the evaluation figures discussed above and acknowledged by those associated with the program, the "Twentieth Century and its Roots" had proven the most troublesome and least popular component of the new Hiram curriculum--although its rating was no lower than had been the average for traditional courses at the end of the previous year. An analysis of some of the factors that had contributed to this difficulty has been made by Dr. Eugene H. Peters, the course co-director. In addition to the procedural and administrative problems that can be anticipated in any large-scale academic innovation, Dr. Peters points to two other, more integral difficulties. The first of these is the lecture format of the course, in which material is presented to four hundred students assembled in the large Hayden Auditorium. "The bald truth," Dr. Peters states, "is that what might work beautifully in a group of twenty can flop in a large group in the auditorium. . . . One comes to an auditorium like Hayden with different expectations and attitudes. He tends to expect a performance of sorts, even entertainment. His attitude leans to passivity. He is influenced by the boredom and inattention of those around him to a greater degree than in a smaller, more personal setting."

Secondly, Dr. Peters questions the readiness of the freshmen to function at the level demanded by the course conception: "However much we may desire that our freshmen discuss, analyze, think on, and write about the significant issues of the day, however much we may desire that they hear these issues presented from various points of view, the truth remains that they are freshmen. Few if any of these youngsters have a discipline . . . and none has achieved anything like the mastery of a body of knowledge. How can they be expected to be generalists at this point in their educational evolution? . . . The root of it all is that without a degree of competence in a specialty, one is empty handed in coming to the generalities."

Based upon the experience of the first year of "The Twentiety Century and its Roots" a variety of changes are planned by the faculty directors of the program in 1970-71. A smaller number of topics will be considered, and these will be explored in greater depth. In the fall an introductory section will present various modes of thought, providing a framework within which later material may be integrated. More Hiram faculty and fewer outside speakers will be utilized in course lectures, upperclass discussion leaders will be more closely supervised, and letter grades will be reintroduced to evaluate student achievement.

While the ambitious new Hiram curriculum has encountered anticipated, and some unanticipated, problems during its first year of operation, its total impact has been judged by those closely associated with it as positive and successful. Student satisfaction with their first year of college has increased, and a fresh excitement and interest in the educational process among the faculty is also apparent. There is confidence that the general thrust of the experiment is sound, and the new directions to which Hiram has committed itself will lead toward a more stimulating and meaningful educational experience for its students.

The Wilmington College "Man in Focus" Program

The interdisciplinary freshman program at Wilmington College, "Man in Focus," combines elements of survey course, small group seminar, and independent study. Unlike its counterparts at Beloit and Hiram, it is elective rather than compulsory, and in the fall of 1965 enrolled fifty of the 325 students who comprised the freshman class. "Man in Focus" is a three term sequence of educational experiences, beginning with co-ordinated Contemporary Problems and Humanities courses during the fall term, moving to a variety of small group seminars in the winter, and concluding with an opportunity for independent study in the spring. In its format, then the program moves from a broad survey to a more intensive concentration on a single issue, and from faculty direction to student initiative as the year progresses.

The Wilmington program, like those at Beloit and Hiram, contains elements and influences that can be traced backward in the college's academic history. In the 1960's a program entitled "Goals for Americans" brought a series of speakers to the campus to discuss important topics at college convocations. Student-faculty discussion groups were organized to examine in greater detail the questions that had been raised, and academic credit was made available to student participants. The central theme of the program varied from year to year, including such topics as American domestic needs, foreign policy, educational problems, and the role of the humanities and the sciences in contemporary life.

In the fall of 1968 a series of upperclass Current Issue Seminars was introduced, considering higher education, the urban crisis, and the American role in Viet Nam, and the following spring a trial independent study program for freshmen was initiated. Another important influence upon the "Man in Focus" program was the thinking of Dean of the Faculty Dr. Sterling Olmsted, who before assuming his duties at Wilmington had evolved ideas concerning the value of problem-orientated education which matured during a study he directed into the role of the humanities in the curriculum of engineering students.

Beginning the "Man in Focus" sequence in the fall of 1969 was "Problems of the Contemporary World," a course led by a team of three faculty members from the departments of history, sociology, and English. In a brisk survey the course considered a variety of important modern problems, beginning with pollution and population control, and then proceeding to the study of urban problems, war and peace, the mass media, some aesthetic, psychological, and religious consequences of modern life, and concluding with a discussion of ways in which educational institutions can better prepare students for the future world. A variety of films were shown, guest speakers from the Cincinnati City Planning Commission, the U.S. Department of State, and from the Wilmington faculty addressed the students, and small discussion groups met at weekly intervals. In addition, each student undertook an individual research project in which he studied in detail some contemporary problem.

"The Human Condition" course (which was offered to one group of about half of the program's participants in 1969 and will be expanded to three sections in 1970) is conceived as a needed counterpoint to the Contemporary Problems course--dealing with those aspects of human experiences which have proven unchanging across the centuries while the Contemporary Problems course focuses on those aspects of modern life which are new. Two basic questions are posed in the course syllabus: "What does it mean to be a man?" and "What are the constant elements (if any) in the human condition?"

A secondary goal of the course is to help the student to improve his ability to use language and to give him a better sense of how language operates in the human enterprise. Basic materials for study are literary works drawn from a variety of historical periods: Camus' The Plague, "The Epic of Gilgamesh," sections from the Old Testament, the Chinese classic Wisdom of Lao Tse, Buber's I and Thou, and poetry of Hopkins, Yeats, Eliot, and Frost. Student panel discussions of contemporary novels and individual creative projects are additional aspects of the course, which substitutes for Freshman English for the students enrolled.

During the winter term students who have completed the fall quarter courses are given a choice among a number of seminars dealing with contemporary issues. In the winter of 1970 these included "Individualism," "The Permissive Society," "Urban Poverty," and "The Conflict of Generations," led by faculty from the English, Sociology, and Religion Departments. The work of these seminars took a variety of forms, including the study of literary and non-fictional works, field trips, panel discussions, individual and group projects, and presentations for the college community. In the spring about one-quarter of the "Man in Focus" students undertook Independent study projects. These covered a wide range of subject areas, including such topics as "Buckminster Fuller and the Whole Earth Catalogue," "The Young Socialist Movement," "The Israeli Kibbutz," "Interracial Adoption, and "Existentialism."

Evaluation of the first year of the "Man in Focus" program was based primarily upon the observations and judgements of the faculty, who were involved and their informal discussions with student participants. Negative reactions centered most often on the Contemporary Problems course, which, some students stated, moved too quickly and superficially through too wide a variety of topics. The large gathering of fifty students with three faculty members for the majority of the sessions promoted passivity and lack of interaction, except for a few of the boldest class members, whose viewpoints often dominated the discussions. Some students also reacted negatively to the nature of the course content, with its emphasis on complex and worrisome social problems, the examination of which usually left them feeling depressed and helpless, rather than confident that they now possessed the knowledge to cope with the issues raised. The team teaching approach with three faculty participants had both positive and negative results; a stimulating dialogue with the clash of contrasting views was facilitated, but at the same time students had more difficulty perceiving any clear leadership or central conception through which the diverse materials of the course could be viewed and integrated.

The winter seminars met with a more favorable reaction. A few of the dissatisfied students had withdrawn from the program, and for the rest the more intimate atmosphere and the emphasis on deeper exploration of a limited subject matter related to their own interests proved a satisfying change. In the general evaluation of the Wilmington academic program conducted in the spring, student comments about the "Man in Focus" program were almost entirely favorable, with the Contemporary Problems course as well as the seminars receiving praise. Perhaps the perspective gained with the passing of time helped some of the students to appreciate more the broad background they had gained in the fall--and to realize that this framework enabled them to understand more fully the varied dimensions of the specific problem explored in the winter seminar.

The independent study aspect of the program had been one of its most appealing features for students when viewed as a general idea, with its promise of freedom from class routine and opportunity to explore a subject of their own choosing. As more specific plans became necessary, however, some of this brightness faded, and a few of those who had eagerly entered this program became apprehensive about the requirements for self-discipline and individual initiative now required of them. The participation of Wilmington students in the nationwide strike in early May was another factor that made concentration upon these projects more difficult and procrastination easier to justify. For the majority of those involved, however, these obstacles were overcome and the projects completed by the end of the term, some of them at an outstanding level of quality. It can be hoped that the successful completion of an independent study project during the freshman year will open new horizons in the education of these students--giving them the confidence and skills to direct the remainder of their college education along pathways of their own choice, with diminishing dependence upon faculty and the fixed college curriculum.

For students applying for admission to Wilmington College in the fall of 1970, the opportunity to enter the second year of the "Man in Focus" program was presented as a possible option, and course syllabi were made available to familiarize those who expressed interest with the specific content and requirements of its courses. As had been true the previous year, the program proved attractive to many of the most highly qualified freshmen entering Wilmington. More women students than men applied for the program and more students from other states than from Ohio.

Based upon the experiences of the first year of operation, revisions in the program were planned by the faculty. The Contemporary Problems course, it was agreed, would deal in greater depth with a more limited group of subjects, with concentration in four areas: population and pollution, urban problems, war and peace, and educational reform. Time would be reserved for the development and presentation of student initiated projects. Fewer meetings of the entire group would be held, and in their place the primary emphasis would be upon smaller discussion groups of approximately eighteen students and one faculty member.

During the winter term of 1971 five seminars would be offered: "Urban Poverty" (repeated from the previous year), "Chinese Culture in Transition," "World Hunger," "Pacifism and Violence as Agents for Change," and "The American College: Prospects and Problems," led by faculty from the Government, Agriculture, English, and Sociology Departments. As members of the Wilmington faculty and administration viewed the program at the beginning of its second year of operation, it appeared to be succeeding in its goals of attracting talented and socially concerned students to the college, adding vigor and substance to their freshman year, and providing them with an understanding of contemporary problems that would enable them to better cope with the problems their society would encounter in future years.

Some Conclusions

A large-scale innovative program, such as the three described in the preceding pages, can be expected to contribute a distinctive quality to the curriculum of a college and to influence significantly the nature of the experience students will have during their freshman year. After it has operated for several years, such a program is further likely to affect the characteristics of new students and faculty who will be attracted to the college community.

The Beloit, Hiram, and Wilmington interdisciplinary programs have all contributed these results, but in all three cases, success has been qualified by the existence of vexing, unresolved problems. I would like, in conclusion, to attempt an analysis of some of the difficulties that programs such as these are likely to encounter, and some of the crucial questions that must be satisfactorily resolved before they can be counted as fully successful.

The role of the faculty. A required interdisciplinary program enrolling a group of three hundred to five hundred freshmen will inevitably demand the participation of a substantial percentage of a college faculty, and it is upon their enthusiasm, dedication, and resourcefulness that its ultimate success will depend. If staffing demands require the conscription of reluctant faculty through individual or departmental levies, the result of this involuntary servitude may be low morale and half-hearted performance, a major threat to the success of any educational venture.

While some faculty will quickly and happily adapt themselves to an unfamiliar format and find a welcome opportunity for personal broadening in such an interdisciplinary teaching experience, others, conditioned by the intense specialization demanded in their graduate training, will be ill-at-ease during their initial exposure to a non-departmental format. They may feel that their knowledge in the new area is far more shallow than that available for their regular departmental courses, and there will be few experiences in their own education which can serve as their model.

If a faculty member is expected to serve as a section leader in a large scale program in which course conception, sequence of subject matter, and choice of reading materials has been decided by others, he is likely to feel dissatisfied at this abdication of his usual control over his classroom situation. And if instead, a "democratic" method of determining course policy through the agreement of a large number of faculty--and perhaps students as well--is used, the many hours of meetings that will be required, the frequent debates and misunderstandings, and the final compromise solutions, not entirely satisfactory to anyone, that will be adopted may leave him no less frustrated.

For the faculty member, restless with traditional course content, who comes to interdisciplinary teaching with eagerness, there may be discontent of another sort. If he assumes that a change in format will rapidly lead to greater student motivation, enthusiasm, and depth of understanding, there may be rapid disillusionment when he observes that his students are equally as guilty of erratic attendance, poorly prepared papers, and immature conclusions as they had been in his former "old-fashioned" courses.

Administrative policy will play a major role in determining the attitudes of faculty toward interdisciplinary teaching. If high quality performance in these courses leads to recognition through salary increases, promotion, and granting of tenure, and if budgets are provided at least equal to those of departmental programs, the faculty is most likely to put forth its best effort. On the other hand, when departmental recommendations and the status of the faculty member in his academic discipline continue to be the criteria for professional advancement with interdisciplinary teaching considered as a peripheral activity, and when interdisciplinary programs are financed on a particularly austere level, only the most dedicated of faculty is likely to put forth his best effort in his non-departmental teaching. A major strength of the Beloit, Hiram, and Wilmington programs has been the clear willingness of the administrative leaders at all three colleges to consider these as high priority activities and to provide the financial and moral support that is crucial to their success.

In staffing an interdisciplinary program, it may be wisest for a college to adopt a flexible policy rather than an expectation of universal participation. Some faculty can thus be encouraged to continue their teaching entirely within their own discipline, others can move freely back and forth between traditional and interdisciplinary curricula, and perhaps a small expert cadre of interdisciplinary faculty may be developed--with individuals in each of these three categories evaluated and rewarded in terms of their contributions to the areas in which they have agreed to work.

When a college decides to move rapidly into a large-scale interdisciplinary curriculum, it is unlikely that a large number of faculty who can function expertly in this new form will immediately emerge. Rather their number is likely to grow slowly as faculty members already on the staff gain experience in new subject matter and approaches, and as others with similar talents are attracted to their ranks. (A survey of student evaluations of their professors in the Beloit Underclass Common Course revealed that those who had taught this course five times or more received significantly higher ratings than their less experienced colleagues.) A gradual movement by a college into an interdisciplinary program is, for this reason, probably a wiser policy than a sudden curricular transformation, if teaching excellence is to be maintained while the transition is made.

Program format and content. For those who design an interdisciplinary program, other crucial decisions are needed to determine its structure and substance. The program may be centered around a humanistic understanding of the nature of man, emphasizing the cultural heritage of western (and increasingly eastern) civilization, and the basic philosophical questions faced by men of various historical eras; it is this approach that serves as the basis of the Beloit Underclass Common Course "Man in Perspective," and "The Human Condition" segment of Wilmington's "Man in Focus." There may be a strong emphasis on current affairs, as is found in the Wilmington "Contemporary Problems" course, or these approaches may be interrelated, beginning with present conditions and investigating ways in which the past has influenced them--the format of Hiram's "The Twentieth Century and its Roots." Another possible approach is to provide a very open structure, setting up a group of course called seminars or colloquia, defining educational ends that are to be achieved through them, but allowing individual faculty members, perhaps in consultation with students, to define the specific subject matter that they will explore as a means of reaching these common ends.

An interdisciplinary freshman program may be required of all students, as are those at Beloit and Hiram, where the value of common experience to be shared by all members of the freshman class is stressed. Or the program may be an optional track, to be pursued by those students who are attracted to it while others follow a traditional curriculum, as is Wilmington's "Man in Focus." The class may meet together as a large group for lectures, films, multi-media presentations, and panel discussions, it may be divided into smaller sections either following a common syllabus or pursuing their own interests, or some variation of these formats may be adopted.

Reactions gathered from those associated with all of these structures suggest that small discussion groups are more favorably received by contemporary college students than are large lecture classes, where they must assume a passive role instead of being active participants. Faculty and students also appear more satisfied with formats which allow them a role in selecting what they will study--as in the Hiram colloquia, the Wilmington winter seminars, and the final term of the 1970 Beloit Underclass Common Course--rather than following a syllabus or master plan designed for them by others.

What is the most appropriate length for an interdisciplinary program? The eleven-month Beloit Underclass Common Course has proven difficult to sustain into its final summer term, and in 1970-71 it will be reduced to two semesters, partly to ease the faculty staffing problem and partially to sustain student interest at a higher level. The Hiram "Twentieth Century" course, in the opinion of both faculty and students, also suffered a reduction in interest during its final months. The Wilmington program, with its movement from fall survey course to winter seminar to spring independent study, and with increasing concentration on specific subject matter and student independence as the year progresses, has shown promise of being a sound approach, and this model may deserve consideration by other colleges.

The level of complexity and sophistication at which the interdisciplinary program will be pitched also needs careful study by course planners. Faced with complaints by students that traditional freshman courses are "just like high school" and the opinions of discipline-oriented colleagues that interdisciplinary courses are likely to be shallow and superficial, designers of innovative programs may feel pressed to make these highly sophisticated, enticing to the seasoned professional scholar but, as Dr. Peters points out about the Hiram "Twentieth Century" course, inappropriate to the intellectual background and abstracting capacities of all but the most exceptional freshmen. Planners of a new curriculum have the delicate task of designing a program which is neither too elementary nor too sophisticated, which will stimulate students without overwhelming them, which will move at neither too rapid nor too slow a pace, and which will allow wide flexibility and individual expressiveness, yet provide enough structure to make probable an educational experience of high quality.

The student in the innovative program. An experimental interdisciplinary program is likely to prove an attractive aid in the work of college admissions counselors, giving a promise of excitement and institutional progressiveness to potential students. It may lead to an increase in the applications received from bright, affluent students who are discontent with their high school experiences and searching for a major change in the tone fo their college education. With this high expectation comes the danger of rapid disillusionment, when the student realizes that the innovative program consists of such familiar elements as teachers lecturing in classrooms, desks, blackboards, books to be read, papers to be written, and perhaps even examinations to be passed. If the course instructor seems half-hearted in his attitude, uncertain in his knowledge, or old fashioned in his teaching methods, the student's feeling of betrayal and disenchantment is likely to be heightened.

Working in support of the new curriculum's success during its initial year is the student's feeling that he is sharing in an exciting experiment, encountering materials and methods he has not previously experienced and which his friends at other colleges cannot share. The hazards of this initial period include the absence of realistic expectations by students and faculty as to what the program can achieve, and inevitable administrative misjudgements, which will be magnified in their consequences when there are hundreds of student and faculty participants.

As the program matures these administrative difficulties are likely to be resolved, and the faculty should achieve greater command of the course subject matter. At the same time the atmosphere evoked by exciting innovation is likely to fade, and the stimulating new program may rapidly become a tired old program in the eyes of both student and faculty participants. The third, fourth, and fifth years will probably be the crucial period in which the program will either prove its long range value or else dangerously decline in impact. This is the time period the Beloit Underclass Common Course has recently passed through, and to which its leaders have responded with reevaluation and major revisions. It is the period of challenge which still lies ahead for the Hiram and Wilmington programs.

The educational value of interdisciplinary curricula. Beyond the pragmatic motives of attracting and retaining students, encouraging foundation support, and providing faculty with a change from their traditional routines, there lies the more basic question of the long range educational importance of an interdisciplinary freshman program. In what ways, if any, will a student's college education be enriched by participating in such a program? In what ways, if any, will it aid him in conducting his adult life with greater awareness and effectiveness, and in making a positive contribution to the society in which he will live?

Those who champion such programs as the three described in these pages point to the growing danger of excessive specialization both in higher education and in American society, encouraging college students to seek the mastery of a narrow area of expertise, but failing to lead them toward sufficient awareness of the broad social consequences of their actions. Interdisciplinary education is a counterforce to this disturbing trend, encouraging students to see the relationships among all branches of knowledge, to gain a wider view of their social surroundings, to grow as generalists rather than only as specialists.

Whether such aims can in reality be attained by these programs is a question that requires careful research. At Beloit, where six classes have already moved through the Underclass Common Course, the opportunity is now present to draw important conclusions about the real impact on the lives of those who have experienced it. At Hiram and Wilmington, where the new curricula are still in a more preliminary stage, several years of study will be required before such answers can begin to emerge.

While the introduction of interdisciplinary freshman programs has clearly been no panacea for any of the three colleges studied, the direction embarked upon seems to those who have participated to remain a desirable one, with present achievements and future promise fully worth the frustrations that have been encountered. For those with the resourcefulness and determination to combat these inevitable difficulties, the development of such programs offers an opportunity for leadership in the creation of a new mode in liberal education, that may better suit the needs of many students in future years. The experiences of those associated with the interdisciplinary curricula at Hiram, Beloit, and Wilmington should, during the next few years, help to answer the question of whether this approach is a valid one, and whether its promise can, in reality, be fulfilled.

Effects of a Less Prescriptive, Student-Centered College Curriculum on Satisfaction, Attitudes and Achievement [1]

George A. Morgan

National Institute of Child Health and Human Development

This study examines the impact of a change from a traditional liberal arts curriculum to one in which all discipline-oriented graduation requirements were eliminated; student freedom and responsibility was increased; and ungraded, value-oriented, and discussion courses were encouraged. The development of students in the last two old curriculum classes was compared to that during the first two new curriculum years. The combined results of higher satisfaction with the academic program, stronger intellectual values, better feelings of adjustment, and equal or better achievement support the conclusion that this type of curriculum can have a positive impact on students.

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[1] This is the abstract and text of a paper presented at the American Psychological Association Convention on September 3, 1972, Honolulu, Hawaii and published in the Proceedings of the convention.

Effects of a Less Prescriptive, Student-Centered College Curriculum on Satisfaction, Attitudes and Achievement[1]

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In the last few years many colleges and universities have made changes in their curricula and graduation requirements, often in response to student demands for relevance and freedom. Although there is a vast literature on the college curriculum, most of it has been concerned with descriptions of existing programs and with proposals for reform. Curricular innovations have usually not been accompanied by systematic observations which would allow comparison of the old and the new. Even less often have curriculum evaluators gathered the kind of evidence which would demonstrate that differences were due to a change in curriculum. Good data of this type are difficult to obtain (see Feldman and Newcomb, 1969), but that is one of the main aims of this project.

A major curricular change at Hiram College provided an opportunity to gather evidence about the extent to which a rather typical liberal arts college could change the impact it was having on student development, without substantial changes in the types of student enrolled or in the composition of the faculty.

When it began in 1969, the Hiram program provided students, especially freshmen, more freedom and responsibility than was typical at most colleges. Perhaps the most salient feature of the curriculum was the elimination of all of the general, discipline-oriented graduation requirements, which at most colleges occupied the bulk of the students' first two years. At least half of a new curriculum student's freshman and sophomore courses were electives and the remainder were non-traditional, interdisciplinary courses among which he had considerable choice. Most of the new courses were ungraded and placed heavy emphasis on discussion and personal position papers. None resembled the usually required laboratory science, foreign language or mathematics courses. Thus, Hiram changed from what Chickering (1969) labeled a "Cadillac" type curriculum to something akin to his "Junkyard" curriculum. The Hiram curriculum was not based on any specific educational philosophy, but the planning was clearly influenced by writers like Katz (e.g., 1968) and Sanford (e.g., 1967).

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[1] The data were collected, while the author was on the faculty of Hiram College, with the partial support of a grant from the Office of Education, OEG-5-70-0018 (509)

The research strategy was to compare the development during college of old and new curriculum students in the three broad areas of: 1) satisfaction with various aspects of the college; 2) intellectual, social, and emotional attitudes and values; and 3) academic achievement in the traditional general education fields.

Method

The data were collected between September, 1968, the beginning of the last year of the old curriculum (OC), and May, 1971, the end of the second year of the new curriculum (NC). Three groups of freshmen, one OC group (which entered in 1968) and two NC groups (which entered in 1969 and 1970) were tested at the beginning and end of the freshman year. In addition, scores of the last group (1967 entrants) to spend two years under the OC were compared to corresponding scores of the first NC group (1969 entrants) to finish two years under the new program. Unfortunately, since the study was not begun until the fall of 1968, only standard admissions data (SATs and high school percentiles) were available as input measures for the 1967 entrants.

The general procedure was to write a letter to each of the students in a class explaining the importance of the study and that they were expected to participate at a certain place and time. Students who did not come to the appointed session were sent two follow-up letters. The potential group sizes at the time of testing ranged from 284 to 382, but to conserve time certain instruments were completed by only half of a class. The median percentage participation was 87. After elimination of incomplete or invalid answer sheets, the percentage of the total number of students with useable data ranged from 65 to 98, with a median of 84. In general participation was highest for entering freshmen.

The four instruments for which data are presented in this report are described below.

Satisfaction with Hiram Scales. These nine item local rating scales measured either expected satisfactions (ESHS) of entering students or actual satisfactions (SHS) at the end of the freshman and sophomore years. ESHS and SHS were identical except for the wording of the instructions. Respondents were asked to rate nine aspects of the College on six point scales.

Omnibus Personality Inventory - Form F. The Psychological Corporation's OPI was used to assess attitudes, values and interests of students in fourteen areas of normal ego-functioning and intellecutal activity at the end of the sophomore year.

College Board English Composition Examination. ENG, a 60 minute objective test of writing ability, was given at the end of the freshman year. About half of Hiram students had taken other forms of the test as seniors in high school.

Survey of College Achievement. SCA, a short standardized college achievement test developed by Educational Testing Service, covers materials usually encompassed by general college graduation requirements in the areas of English composition, humanities, social sciences, natural sciences and mathematics. It was administered to sophomores.

Results

A multivariate analysis of variance was computed for each set of data. To save space, some secondary results are mentioned without accompanying F values. However, unless otherwise specified, all stated differences were significant at the one per cent level. When F values, degrees of freedom and p values are given for a set of data, df is the same for the whole set and is, thus, provided only once.

Expected satisfaction with Hiram scores were generally high for both OC and NC entering freshmen. NC entrants did expect to be more satisfied with the graduation requirements and courses, but not with the faculty, advisers, administration or courses than had the OC freshmen. At the end of the freshman year NC students were more satisfied with all of the above aspects of Hiram than OC students had been.

More importantly, there was significantly less freshman disillusion (negative change) with the academic program under the NC than there had been during the OC. This was especially the case on ratings of satisfaction with the faculty (F=68.50, df=1/697, $p < .001$), advisers (F=17.51, $p < .001$), and courses (F=14.21, $p < .001$). Disillusion with the town, social life and facilities was not significantly different under the NC from what it had been under the OC.

In the spring of 1971, sophomores were much more satisfied with the faculty, courses and requirements than corresponding groups had been in the spring of 1969, the last under the old curriculum.

The NC sophomores scored significantly higher than the OC group on four out of six OPI "intellectual disposition" dimensions (Thinking Introversion, F=5.95, df = 1/292, $p < .015$; Theoretical Orientation, F=7.62, $p < .006$; Complexity F=6.43, $p < .011$; and Autonomy F=5.52, $p < .019$), but there was no difference between the groups on the other two (estheticism and religious liberalism). NC students were also lower on Practical Outlook (F=15.81, $p < .001$) which is usually inversely related to the intellectual disposition categories. In addition, the NC sophomores were higher on Personal Integration (F=4.88, $p < .027$) and lower on Anxiety (F=4.97, $p < .026$) than OC sophomores.

NC students who took the CEEB English test both in high school and at the end of their freshman year showed more improvement than did the corresponding OC group, which had the presumed advantage of two terms of Freshman English courses ($F=8.64$, $df=1/249$, $p<.003$).

Using high school percentile and SAT scores as covariates in a multivariate analysis of covariance, the only significant difference on the five SCA scales was that the NC sophomore mathematics score was higher ($F=4.92$, $df=1/297$, $p<.027$).

Discussion

The many methodological difficulties inherent in field studies makes one cautious about inferring that the new curriculum was the cause of even those differences in which greater change during college was demonstrated. Factors such as the "Hawthorne Effect," non curricular differences on the campus, and differences in the cultural mileau may have produced at least part of the effect. These possibilities can not be denied, but several counter-considerations should be mentioned.

First, students entering Hiram during this period were quite similar on a wide range of variables, including expected satisfaction, OPI attitude scales, achievement and aptitude scores. Second, since the first NC group continued their relatively higher satisfaction at least through the sophomore year, a short term elation effect could not be the major factor. Neither could a generalized halo because the higher satisfaction (and lower disillusion) scores were concentrated on the academic rather than social aspects of the college, Third, although attitudinal development is no doubt influenced by cultural

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Schematized Design of the Major Elements of the
Evaluation of the New Hiram College Curriculum

	Old Curriculum		New Curriculum	
Instrument and Time of Administration	Entered Hiram in Sept. 1967	Entered Hiram in Sept. 1968	Entered Hiram in Sept. 1969	Entered Hira in Sept. 197
Satisfaction with Hiram Scale				
Beginning of Freshman Year		X	X	X
End of Freshman Year		X	X	X
Omnibus Personality Inventory				
End of Sophomore Year	X		X	
CEEB English Achievement				
Senior Year in High School		X	X	X
End of Freshman Year		X	X	X
Survey of College Achievement				
End of Sophomore Year	X		X	

Multivariate Analysis of Variance of the Mean Changes of Old and New Curriculum Freshmen from Expected Satisfaction at Entrance to Satisfaction near the End of the Freshman Year

(six point scale from 1, very dissatisfied, to 6, very satisfied)

	Old Curriculum Freshmen		New Curriculum Freshmen		Net Differences Between Old & New	F Values
Satisfaction with	Fall	Spring	Fall	Spring	Changes	
Faculty	5.23	4.32	5.28	5.08	+0.71	68.50**
Administration	5.10	4.20	5.10	4.47	+0.27	8.51**
Students	4.96	4.10	4.95	4.41	+0.32	11.84**
Town of Hiram	4.04	3.54	4.37	3.84	-0.03	0.01
Requirements	4.39	4.32	4.95	4.76	-0.12	1.12
Adviser	5.20	4.28	5.08	4.69	+0.53	17.51**
Social Life	4.21	3.58	4.48	3.79	-0.06	0.16
Facilities	5.07	4.46	5.13	4.48	-0.04	0.02
Courses	4.79	3.92	5.04	4.55	+0.38	14.21**

* : $p < .05$ (df=1/697)
** : $p < .01$ (df=1/697)

Multivariate Analysis of Variance for the Mean Standard Scores of the Old and New Curriculum Sophomores on the Omnibus Personality Inventory (OPI)

	Old Curriculum (May 1969)	New Curriculum (May 1971)	Differences (1971-1969)	F Values
Thinking Introversion	48.3	51.1	+2.8	5.95*
Theoretical Orientation	46.7	50.0	+3.3	7.62**
Estheticism	51.5	52.1	+0.6	0.34
Complexity	52.6	56.0	+3.4	6.43*
Autonomy	56.1	58.5	+2.4	5.52*
Religious Liberalism	56.0	55.7	-0.3	0.13
Social Extroversion	45.6	45.7	+0.1	0.02
Impulse Expression	55.6	55.6	0.0	0.00
Personal Integration	48.9	51.4	+2.5	4.88*
Lack of Anxiety	47.5	50.0	+2.5	4.97*
Altruism	49.3	50.8	+1.5	1.89
Practical Outlook	47.1	42.8	-4.3	15.81**
Femininity-Masculinity	47.0	45.9	-1.1	1.00
Response Bias	45.1	48.6	+3.5	10.56**

* : $p < .05$ (df=1/292)
** : $p < .01$ (df=1/292)

Analysis of Variance for the Mean Change in
CEEB English Achievement from High School to College
for New and Old Curriculum Freshmen Who Took Both Tests

	Old Curriculum	New Curriculum	F Values
High School Score	543	529	
College Score	534	541	
Mean Change	-9	+12	8.64**

$^{**}p < .01$ (df=1/249)

Multivariate Analysis of Covariance for the Mean Standard Scores of Old and New Curriculum Sophomores on the Survey of College Achievement (SCA)

	Old Curriculum Sophomores (May 1969)	New Curriculum Sophomores (May 1971)	Differences (1971-1969)	F Values Adjusted for Covariates
Covariates				
High School %ile	76	72	-5.0	
SAT Verbal	527	512	-15.0	
SAT Math	549	544	-5.0	
SCA Scales				
English Composition	51.7	50.3	-1.4	0.07
Humanities	54.8	52.6	-2.2	2.18
Social Science	52.5	52.3	-0.2	0.47
Natural Science	52.4	50.8	-1.6	1.51
Mathematics	50.9	52.3	+1.4	4.92*

*$p < .05$ (df=1/297)

Comparison of the Number of Courses Required for Graduation in the Old and New Hiram College Curricula

Old Curriculum (through 1968-1969)		New Curriculum (1969-1970 and after)	
General Requirements in Courses			
2	Freshman English	½	Freshman Institute (communications workshop and orientation to the curriculum)
1	Literature	2	Freshman Colloquia (small seminars on various topics)
4	Foreign Language	3	20th Century Course (large lecture and film course on major issues of 20th Century)
1	Fine Arts	3	Interdisciplinary Courses (topical, often team taught courses in science, social science, arts and humanities)
1	Religion		
4	Social Science		
3	Natural Science		
1	Mathematics		
1	Senior Liberal Studies		
c.18		c.8½	
Major Concentration and Electives			
c.10	Major Field	c.17	Area of Concentration
c. 3	Required for Major		
c. 5	Electives	c.11	Electives
c.18		c.28	
36	Total for Graduation	36	Total for Graduation